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ABSTRACT

A clearinghouse and curriculum project at Memphis State University is described in this report. Aimed to facilitate the integration of women of color and Southern women into the college curriculum, this program was designed to increase access to the new scholarship on these groups; to work with faculty to develop a new vision of the curriculum; and to devise techniques to shape classroom dynamics to facilitate learning. The program involved the following activities: (1) development of a research clearinghouse, including an online database of bibliographic citations on the latest social science research on women of color and Southern women and a newsletter; (2) workshops for faculty and students on curriculum change (reaching about 150 faculty locally and nationally); and (3) seminars (monthly, for faculty, to discuss issues of content and pedagogy). Results of the program are discussed in terms of publications, curricula developed, presentations and workshops. Appended are research clearinghouse documentation; a bibliography ("Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988"); selected bibliographies and curriculum publications; sample newsletters; and electronic bulletin board documentation. (KM)

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Project Title:

Research Clearinghouse and Curriculum Integration Project on Women of Color and Southern Women

Institution:

Memphis State University
Center for Research on Women
Memphis, TN 38152

Project Director:

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Year 4: $ 8,000

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

This project was designed to facilitate the integration of women of color and Southern women into the college curriculum at Memphis State University, at other Mid-South institutions, and across the nation. To do so, the project aimed: to increase access to the new scholarship on these groups; to work with faculty to develop a new vision of the curriculum; and to devise techniques to shape classroom dynamics to facilitate learning by and about women of color and southern women. The project produced resource materials and worked with local faculty and faculty from around the nation in a variety of ways to change their teaching.

We worked with faculty to revise courses in several formats: monthly seminars on women in the curriculum (approximately 50 area faculty), three national workshops on women in the curriculum (about 150 faculty), and in individual consultations. Many syllabi have been developed and revised and participating faculty have changed their teaching in many ways. Significant impacts were also seen in the philosophy, guidelines and new course development for the new general education program at Memphis State and in emerging general education and women's studies programs at LeMoyne-Owen College and Rhodes College respectively. Other programs have employed our model for workshops to integrate women of color and have developed on-line data bases using the Research Clearinghouse as a model.

Project Products:

1. "Research Clearinghouse on Women of Color and Southern Women". On-line data base of 5,000 bibliographic citations and a human resource file. Selected Bibliographies and topical articles included in each issue of Center's Newsletter, 3 per year, circulation: 10,000.

2. Women of Color and Southern Women: A Bibliography of Social Science Research 1975 to 1988. Andrea Timberlake, Lynn Weber Cannon, Elizabeth Higginbotham, Rebecca F. Guy (eds.), 272 pp.

3. "Selected Bibliography of Social Science Readings on Women of Color in in the United States". 38 pp.

4. "Selected Bibliography on Southern Women". 49 pp.

5. "To See Ourselves, To See Our Sisters: The Challenge of Re-envisioning Curriculum Change". Sandra Morgen. 30 pp.

6. "Conceptual Errors Across the Curriculum: Towards a Transformation of the Tradition". Elizabeth Minnich. 31 pp.

7. "Transforming the Sociology of the Family: New Directions for Teaching and Texts". Maxine Baca Zinn. 18 pp.

8. "Denying Difference: The Continuing Basis for the Exclusion of Race and Gender in the Curriculum". Margaret Andersen. 37 pp.

9. "Integrating All Women into the Curriculum". Elizabeth Higginbotham. 45 pp.

10. "Mothers and Daughters: Teaching an Interdisciplinary Course". Lorraine Mayfield. 25 pp.

11. Electronic Bulletin Board. On-line communication network.

INTRODUCTION

A. BACKGROUND AND ORIGINS

Memphis State University is an urban commuter institution with 21,000 students most of whom are first generation college students. The median age is 27 years old, the majority are female and 20% are Black. In the last 25 years, the student body has become more diverse, but has only minimally accommodated to the community in policies and procedures as well as the curriculum.

On the six campuses of the city of Memphis there was only one women's studies program (at Memphis State University) and only one other college with a course on women that was offered on a regular basis. In this context, the Center for Research on Women was established in 1982 with a grant from the Ford Foundation. The Center's mission is to promote, conduct, and disseminate social science and historical scholarship on women of color and Southern women.

B. PROJECT DESCRIPTION.

Our broad goal was to impact mid-south institutions in addition to teachers, scholars, students, policy-makers and others nationwide. As we envisioned it, integrating women of color and southern women into college courses involves three activities: (1) obtaining access to information, that is, the new research and writing on these groups of women; (2) developing a theoretical perspective or vision of the subject matter which takes women of color and southern women out of the margins and places them at the center of the analysis; and (3) developing a new pedagogy which is generated out of the experiences of women of color and southern women--not out of dominant culture experience--that is, developing teaching techniques and shaping classroom dynamics to facilitate learning by and about women of color and southern women.

Our curriculum integration work had two specific aims: (1) to increase access to the latest scholarship by developing a variety of resources; and (2) to facilitate the inclusion of the new scholarship into the curriculum by working with faculty to disseminate the scholarship and to develop the vision and pedagogy necessary to incorporate this new knowledge into their teaching.

We created a Research Clearinghouse on women of color and southern women, on-line data base of bibliographic citations to the latest social science research on these groups. The Clearinghouse also contains a human resource file of basic information on about 200 scholars across the country who conduct research on these women.

We developed a new model for curriculum workshops designed to help faculty work on all three dimensions of curriculum change (information, vision, and pedagogy). We held three national workshops on women in the curriculum in 1985, 1986, and 1987, reaching over 150 faculty (both locally and nationally).

Locally, we held monthly seminars for faculty in area institutions for the three years of the project. Participants came from: MSU, LeMoyne-Owen College, Christian Brothers, Shelby State Community College, Northwest Mississippi Community College and Rhodes College. These seminars were focused on shared readings and allowed the groups to discuss issues of content and pedagogy in integrating women of color and southern women into the curriculum.

C. RESULTS

Information:Resource Development. First, we developed the following resources which continue to be used by faculty, students and others at the local and national levels.

(1) The Research Clearinghouse now contains 5,000 citations. To date, we have conducted approximately 1000 searches of the data base for requesters (students, faculty, and many others). A version for sale on floppy disks will be available in 1989.

(2) Women of Color and Southern Women: A Bibliography of Social Science Research 1975-1988. 272 pp. $15.00. Published October 31, 1988. 300 pre-paid orders.

(3) Publications on curriculum integration: From 1985-1987, we sold (at $3.00, $4.00, and $5.00 each) 1300 copies of our curriculum publications including the two Selected Bibliographies, keynote addresses from workshops, and other publications developed by workshop leaders.

(4) The Newsletter: Although the Newsletter is not supported by the FIPSE grant, we use it to disseminate information contained in the Clearinghouse. A Clearinghouse Column and Selected Bibliography form the central focus of each issue of The Newsletter (published 3 times per year). Four years ago our circulation was 5,000, today it is 10,000. The bibliographies in the Newsletter have been used by faculty at other institutions to develop new courses, to revise syllabi, and for student papers and research.

(5) The Electronic Bulletin Board: designed to facilitate communication among scholars, teachers, students, and others interested in work on race, class, and gender.

Vision and Pedagogy. Our workshops and seminars were successful in affecting change in the teaching of about 200 faculty here and around the nation. The changes included the addition of new lectures, development of new syllabi, revision of course syllabi, and instituting entirely new methods of teaching. The major undergraduate institutions in the city (mentioned above) are all currently involved in curricular change and our Research Clearinghouse and other resources are essential aids in these efforts.

To further disseminate the products and share the experiences of our project, staff have made about 40 presentations at professional meetings and at the invitation of various programs over the last three years. We have been successful in institutionalizing most aspects of the project with a combination of new MSU support, revenues generated by workshop fees, product sales, and external grants.

D. CONCLUSIONS

In sum, we sought to facilitate the integration of the new scholarship on women of color and southern women into college level courses in the Mid-South area and across the nation. From the experience we drew many conclusions including the following.

First, the process of curriculum change is slow and it is continuous. It takes time for faculty to identify new materials, think about their meaning, derive conclusions about how to change their teaching, implement changes, obtain feedback, and change again. Consequently, despite the needs of funding agencies to document the impact of their dollars, the most significant impacts in successful curriculum integration projects are not likely to come for years after the end of funding.

Second, because fundamental curriculum transformation requires major changes in faculty views and practices, it cannot be mandated on the unwilling and be successful. As a consequence of working with those who were interested, we had a more diverse group of project participants in all phases of the project than many similar projects. Groups were interracial, included men and women, full professors and instructors. Appreciation of diversity was critical

to our curriculum integration goals and the central characteristic of our participants.

Third, dealing with diversity is facilitated by flexibility in project plans.

Fourth, people need a variety of personal and institutional supports to undertake major changes in their teaching. The supports range from access to information, to time off, to public recognition, to assistance in thinking through new approaches.

Fifth, a project focused on women of color should be led by and have significant participation by women of color.

Last, in addition to questions of money, time, and labor, building data bases requires coordinating the activities of diverse groups. The development of data bases is a truly interdisciplinary activity and thus developers must be prepared to work with diverse groups with different contributions to make.

BACKGROUND AND ORIGINS.

Organizational Context. Memphis State University is an urban commuter institution with 21,000 students most of whom are first generation college students. The median age is 27 years old, the majority are female and 20% are Black. MSU is a multi-purposed institution that was a normal school until the 1960's when enrollments soared and the institution diversified. Despite its diverse student body, the institution had only minimally accommodated to the community in policies and procedures as well as the curriculum.

The racial and class diversity of the mid-South region and the MSU students made it an ideal location for a project focused on racial-ethnic and regional diversity. In this context, the Center for Research on Women was established in 1982 with a grant from the Ford Foundation. The Center's mission is to promote, conduct, and disseminate social science and historical scholarship on women of color and Southern women. Since its founding, the Center has received over one million dollars in grants to support original research projects as well as curriculum integration and dissemination projects.

From the beginning, the Center was flooded with requests for all kinds of information about women of color and Southern women. The requests came from students, teaching faculty, researchers, human service agencies, government offices, public policy makers, and a wide range of women's organizations. The demand was far greater than we ever anticipated and the needs were far more diverse than we could ever hope to meet.

Despite the growing interest nationwide, we surveyed Memphis area institutions and discovered that courses offered to the majority of students in postsecondary settings contain little information about the lives and circumstances of people of color or Southern women. This was especially true in many parts of the South where the development of women's studies programs lag behind much of the nation. Even within the South, most of the efforts to integrate material on women into college courses had taken place in the Southeast (e.g., Duke University, University of North Carolina, Towson State and University of Alabama), and not in the mid-south area (Tennessee, Arkansas and Mississippi).

On the six campuses of the city of Memphis there was only one women's studies program (at Memphis State University) and only one other college with a course on women that was offered on a regular basis. The nascent women's studies program at MSU was primarily a paper program in need of curriculum development.

On the whole, the evidence was clear that college students in the mid-south area were receiving very little information about women in their courses and even less about the more specific populations of southern working class and minority women. This was particularly troublesome in the mid-south area where student populations at public post-secondary institutions are (1) predominantly female; (2) at least 20% Black; and mostly working class (i.e., the first generation to attend college).

Our survey also revealed that faculty interest had not been translated into revision of courses for several reasons:

--The majority of faculty in the mid-south had heavy teaching loads;

--Faculty had many additional academic responsibilities, such as heavy committee assignments, administrative tasks, and extensive contact with students due to high faculty-student ratios;

—Faculty had little time for primary research and locating materials on women;

—Identification and location of materials was compounded by a lack of adequate resources. In general, library budgets were restricted and less likely to have recent titles and new journals, where the majority of new scholarship on women was found.

—Most of the faculty interested in women's studies expressed a feeling of isolation on their campuses, having few other colleagues in women's studies, and having limited contact with them.

—Colleagues lacked institutional structures to support faculty interest in women's studies and to offer courses in the field.

The result was a critical need for assistance in finding articles, books, films, etc. both for course preparation and classroom use; for discussions of the pedagogic process with regard to this area; and for development of a collegial network.

Changes in Support. Over the course of the project, our national network of scholars of women of color and southern women grew, as did the reputation of the Center and our FIPSE project. The growth of this national network has had a significant impact on the project in three major ways: by supporting the resource development activities of the project; by supporting the workshops; and by signaling to scholars, administrators and students the importance of the work on the project. For example, in 1989 we will hold another national workshop on Integrating Race and Gender into the Curriculum. It will be funded by fees from participants, by local fundraising, and by reduced expenses because scholars have become committed to the the project and will donate some of their time to the effort.

Within Memphis State University, the Center for Research on Women grew during the project period (in part because of the FIPSE grant) and received its first base budget in 1987 enabling us to continue the project with some core support, revenues from the sale of project products, and donations to the Center.

PROJECT DESCRIPTION

The basic purpose of this project was to integrate women of color and southern women in to the college curriculum, especially in the social sciences. Our broad goal was to impact mid-south institutions in addition to teachers, scholars, students, policy-makers and others nationwide. As women of color and southern women, and as scholars whose work focused on women of color and southern women, we knew this would be a formidable task that would require working on several fronts at the same time. As we envisioned it, integrating women of color and southern women into college courses involves three activities: (1) obtaining access to information, that is, the new research and writing on these groups of women; (2) developing a theoretical perspective or vision of the subject matter which takes women of color and southern women out of the margins and places them at the center of the analysis; and (3) developing a new pedagogy which is generated out of the experiences of women of color and southern women--not out of dominant culture experience--that is, developing teaching techniques and shaping classroom dynamics to facilitate learning by and about women of color and southern women.

To begin our curriculum integration work, our project had two specific aims. The first aim was to increase access to the latest scholarship by developing a variety of resources. The second specific aim was to facilitate the inclusion of the new scholarship into the curriculum by working with faculty to disseminate the scholarship and to develop the vision and pedagogy necessary to incorporate this new knowledge into their teaching.

To meet the needs for information about women of color and southern women, for a broad vision of an inclusive curriculum, for a new pedagogy, and for a collegial network, we devised a multi-faceted project.

Information: The Research Clearinghouse. We first devised several activities to link together people conducting research on these groups of women and to establish several mechanisms for disseminating information about the new scholarship from our Center and across the country. We established a Newsletter, published three times a year, that now has a circulation of 10,000.

Next, we created a Research Clearinghouse on women of color and southern women, on-line data base of bibliographic citations to the latest social science research on these groups. The Clearinghouse also contains a human resource file of basic information on about 200 scholars across the country who conduct research on these women. Each issue of The Newsletter includes a bibliography taken from The Research Clearinghouse on Women of Color and Southern Women.

With the advent of micro computers and the increasing technological sophistication of the academic community, many groups and individuals have considered building on-line data bases to suit their purposes. Consequently, we have received many inquiries about our data base. Developing an on-line data base is a very labor intensive and costly project and as such should not be entered into without careful consideration of pros and cons. Below we include a fairly detailed description of the reasons why we decided that the development of a data base made sense for our purposes. We hope that it will help others as they think about such a venture.

Why We Established An On-Line Data Base. Despite the growth of on-line bibliographic resources in the social sciences like Social Sciences Index, Social Science Citation Index, ERIC, Psychological Abstracts and others, there remains a need for such a resource focusing on Women of Color and Southern Women. Each of the existing sources has shortcomings and does not overcome the structural obstacles to obtaining information about these groups of women.

Below are described a few of the obstacles to obtaining information on women of color and southern women. They also suggest why we established a data base with unique characteristics: it was designed to overcome the limitations of existing resources with respect to our target populations.

First, a history of race and gender exclusion has shaped the nature of research and the definition of problems in the social sciences. Therefore, research in a substantive field which covers the situations of women or people of color is typically only viewed as contributing to knowledge about these groups. Many scholars assume that research on women of color and southern women has little relevance to a broader substantive area (e.g., work attitudes, political behavior, family patterns). This limited appreciation of research on women and minorities has created many obstacles, particularly for scholars publishing in these fields. Often the biases simply take the form of failing to recognize the relevance of the questions addressed in their research, because many editors of journals and publishing houses have little knowledge of minority communities. In "The Costs of Exclusionary Practices in Women's Studies", Maxine Baca Zinn, Lynn Weber Cannon, Elizabeth Higginbotham and Bonnie Thornton Dill (1986) document that this pattern of exclusion, begun by mainstream social science, has been replicated in women's studies by the failure to include women of color, working class, and southern women in the emerging scholarship and publications.

In the face of these obstacles, many scholars seek non-mainstream avenues for publishing their works. However, the publications in which much of this literature appears (e.g., American Indian Quarterly, Intercambios Femininles, Journal of Refugee Settlement, SAGE: A Scholarly Journal of Black Women) have low circulation and are not indexed or abstracted by major data bases. Therefore, those who conduct searches of the major data bases will find that a search produces only a few, if any, citations to research on women of color or southern women. This gives the false impression that little research exists.

Second, the disciplinary nature of most existing data bases is a major limitation for those seeking information on our target populations. While major data bases might cover a specific topic, they typically do so within the confines of disciplinary and topical restrictions. For example, you can locate citations on the educational experiences of Black women in the ERIC files, but those same files do not contain research on how schooling advances are related to employment options or the impact of either on Black women's family roles.

At this time, scholarship which explores women's lives in different institutional contexts (e.g., family, work, school, church) is critical to develop a holistic picture of their experiences. For women of color and southern women, a comprehensive data base must include detailed information within social science fields and also accommodate the interdisciplinary nature of research on women. Our focused data base has the flexibility to incorporate a wide variety of materials, to abstract from small journals, and to cover multiple disciplines.

Third, virtually all existing data bases are limited to published works and there is a considerable time lag involved in entering material into these data bases. The Research Clearinghouse includes references to: working papers published by Centers for Research on Women; women's studies and ethnic studies programs across the country; papers presented at professional meetings; articles appearing in newsletters; and doctoral dissertations. Research on women of color and Southern women is in a very early stage of development and much of the groundbreaking work is being conducted by young scholars in doctoral dissertations, and in works that are not yet published. We committed

to including works-in-progress in our data base so that ongoing research would receive attention and the level of scholarship would be improved.

The National Advisory Board. When we began this project, we established a National Advisory Board of scholars in different disciplines who conduct research on women of color or southern women. They regularly send us relevant papers, bibliographies and other materials to review for inclusion in the Clearinghouse. They also encourage scholars in their fields to submit materials for review and to avail themselves of the Clearinghouse. This group also has publicized the Research Clearinghouse by distributing materials at professional meetings.

Developing the data base required pulling together the expertise of: 1) subject area experts which we accomplished through the National Advisory Board; 2) computer experts; and 3) librarians. Many new procedures and strategies had to be devised to create a data base with the unique qualities outlined above. Procedures are described in detail in Women of Color and Southern Women: A Bibliography of Social Science Research 1975 to 1988.

During the course of the project, the design and implementation of the Research Clearinghouse changed several times. The most significant of those changes were necessitated by computer hardware and software problems. We initially developed the program on the main frame UNIVAC computer at MSU. That machine, and the SYSTEM 2000 data base program that worked on it proved terribly unreliable. We many times faced system crashes in which we lost all of our previous work. Backups did not seem to help much because the machine was so unreliable. We then changed mid-stream and reprogrammed (and entered data) using a new software package: SIR (Scientific Information Retrieval). While this system was better, the main frame was still unreliable again crashing and causing us to lose months of work (MSU is now in the process of installing a new VAX computer in recognition of the problems of the UNIVAC). As we continued our work, microcomputer hardware and software were changing so rapidly that by the end of our project, we decided to move off of the main frame and have now moved completely to a micro environment and reprogrammed the entire system in DBASE software.

A second major problem was the development of a thesaurus to be used to index each citation in the data base. When we began the project we started developing our own thesaurus, because no existing ones were suitable for our purposes. When the National Council for Research on Women initiated a thesaurus project in 1984, we collaborated with them. However, as the national project slowed down or revised its lists, everything we had already indexed had to be reviewed and revised accordingly. Ultimately, keywords were reviewed and revised at least three times on every citation. Last year, however, the NCROW project was completed and A Women's Thesaurus was published by Harper and Row. Future data bases with a focus on women will not face these problems.

Vision and Pedagogy: The Workshops. To disseminate the new scholarship, to develop and disseminate a new vision, and to shape a new pedagogy, our project worked with faculty and students locally and nationally in a variety of ways. We developed a new model for curriculum workshops designed to help faculty work on all three dimensions of curriculum change (information, vision, and pedagogy). We held three national workshops on women in the curriculum in 1985, 1986, and 1987. These workshops reached about 150 faculty (both locally and nationally) who instituted many changes in their teaching.

The workshops were three days each and were organized to allow faculty to work in a variety of formats. First, they worked in discipline groups, lead by a leading expert in their fields, these groups met together each day to work and get feedback on the specific syllabus, course, curriculum issue that each participant brought to the workshop. Second, nationally recognized keynote speakers addressed the entire group on the broader issue of envisioning an all inclusive curriculum. Third, special sessions were designed to address issues of classroom dynamics especially as they relate to interracial, interclass, and intergender relations and how they change when women of color become central to a course. Fourth, workshop leaders who had redesigned specific courses which include women of color gave presentations on those specific courses. Finally, we gathered many resources to support the work of change and exposed participants to written works, films, and other resources developed by the Center including the Research Clearinghouse and Electronic Bulletin Board.

Vision and Pedagogy: The Seminars. Locally, we held monthly seminars for faculty in area institutions for the three years of the project. Participants came from: MSU, LeMoyne-Owen College, Christian Brothers, Shelby State Community College, Northwest Mississippi Community College and Rhodes College. These seminars were focused on shared readings and allowed the groups to discuss issues of content and pedagogy in integrating women of color and southern women into the curriculum. Some of the topics covered included: feminization of poverty, relations between White faculty and Black students, comparable worth, and the marginalization of Black women in the classroom. Fifty faculty from six area institutions participated in the monthly seminars. Some participated for one year, others for two or three years. In years two and three we ran two seminars a month so that group size would be small enough to facilitate participation.

The seminars were quite successful, but we had to change our conception of them early on. The majority of participants had no prior experience with women's studies. Therefore, they were not ready to immediately begin changing syllabi. Thus, we began by addressing the development of a vision. Over the years the seminars served the function of bringing people together to work on specific topics and to come to an understanding of what an inclusive course or curriculum would be. The workshops then supported people in more specific work after they had spent the year coming to grips with some broader questions.

RESULTS

Resource Development. First, we developed the following resources which continue to be used by faculty, students and others at the local and national levels. They are described in detail in other parts of this proposal and are included in the Appendices to this report. Additional copies can be obtained by writing the MSU Center for Research on Women. To give some idea of the extent to which these resources have been and continue to be used, we have indicated sales and usage figures below.

(1) The Research Clearinghouse, the on-line data base now contains 5,000 citations. Since we began conducting searches three years ago, we have conducted approximately 1000 searches of the data base for requesters--students, faculty, and others (See Appendix 1 for Clearinghouse materials). Project staff also participated in the National Council for Research on Women's Thesaurus Project, primarily working on terms that described racial-ethnic groups and terms that described the research and writing on women of color and southern women. A Women's Thesaurus was published last year by Harper and Row.

(2) Women of Color and Southern Women: A Bibliography of Social Science Research 1975-1988. 272 pp. $15.00. Published October 31, 1988. 3,000 copies printed. 300 pre-paid orders (Appendix 2). Now under review at major library journals, we anticipate major sales as publicity and reviews begin to appear.

(3) Publications on curriculum integration: In 1987, we sold (at $3.00, $4.00, and $5.00 each) 450 copies of our curriculum publications and the the two Selected Bibliographies (See Appendix 3 for copies). In 1985 and 1986, we sold approximately 700 of these publications. Most of these were sold to different individual faculty or students. In 1987, we initiated a package price for the purchase of all Center publications (both curriculum and research papers), and 41 institutions now subscribe annually to all our publications.

(4) The Newsletter: Although the Newsletter is not supported by the FIPSE grant, we use it to disseminate information contained in the Clearinghouse. A Clearinghouse Column and Selected Bibliography form the central focus of each issue of The Newsletter (published 3 times per year). Four years ago our circulation was 5,000, today it is 10,000. Each issue highlights a different group (e.g., Chicanas, Puerto Ricans) or topic (e.g., social movements, women and work) in addition to providing news of Center events.

It is impossible to adequately gauge the impact of The Newsletter on curriculum and institutional change. However, two anecdotes may suggest the range of impact. In August, 1988 we were informed by a woman at Connecticut State University that our Newsletter had helped women on her campus to convince administrators to support the development of its first course on women. Administrators had had images of women's Centers and women's studies as only possible or relevant on the campuses of major research and elite institutions. They were impressed by the quality and content of our Newsletter and the fact that our substantive focus and institutional context (state university) and student populations (working class, predominantly white but substantially minority, and adult) were like their own. Second, last spring, the Newsletter focused on Women and Social Movements. A faculty member at the University of Delaware indicated that after reading the Newsletter she decided to develop a course on the topic from the readings in the bibliography.

(5) The Electronic Bulletin Board: designed to facilitate communication among scholars, teachers, students, and others interested in work on race, class, and gender (See Appendix 5 for documentation).

Vision and Pedagogy. At the time our project began, there were no active women's studies programs at any institutions within the Memphis SMSA. Memphis State University had programs in Women's Studies and Black Studies which existed only on paper but lacked directors and systematic course offerings.

Our major goals were to build a community of faculty in the area who shared interests in women of color and southern women and to work with them to raise consciousness, to disseminate the latest scholarship, to develop a common language and vision, and to help them to develop and revise courses and change their teaching. Our workshops and seminars were successful in affecting change in the teaching of about 200 faculty here and around the nation. The changes included the addition of new lectures, development of new syllabi, revision of course syllabi, and instituting entirely new methods of teaching. At Rhodes College there is a movement for establishing a Women's Studies minor. Also curriculum efforts to better include people of color are major agenda items, especially in History, Sociology/Anthropology departments.

As the project progressed we developed an additional goal. In 1986, Memphis State University began to plan for its first general education curriculum and project participants aimed to shape that plan. General Education represents an opportunity to have a broad impact on the education experiences of the majority of an institution's students. Project participants became leaders in the general education movement at Memphis State University. The University Director of General Education, Dr. Robert Frankel, has indicated that our group had the most extensive and profound impact on the general education guidelines of any department or program on campus. All courses in the American Heritage and Social Science categories must demonstrate that race, gender, class and global issues are integral to the course . Last year, project participants became integrally involved in developing new courses for the new program and in providing technical assistance to committees and faculty writing the new course proposals. The following courses were either completely designed by project participants or developed with substantial input from project participants and have been accepted as general education requirements.

SOCI 1111 Introduction to Sociology
SOCI 3422 Racial and Ethnic Minorities: Socio-Historical Approach
SOCI 2100 Sociology of International Development
UNIV 2304 Gender and Society
HIST 2601 The United States to 1877
HIST 2602 The United States Since 1877
HIST 4851 History of Women in America
HIST 4881 Black American History
COMM 1851 Introduction to Film

In 1987, LeMoyne-Owen began work developing the core curriculum for a general education program. While still in its preliminary stages, this effort reflects years of participation in Center curriculum events. This core will have much material on women of color and a regional awareness.

Some of the techniques which were developed and refined in our workshops have been published by the Center and elsewhere, thus there is national dissemination of this work. The keynote addresses for the 1985, 1986 and 1987 Workshops are widely distributed. Other publications which began as workshop presentations have made their way into print. For example, Lorraine Mayfield's

publication "Mothers and Daughters: Teaching an Interdisciplinary Course" (published by the Center) was first a workshop presentation. Patricia Hill-Collins, Afro-American Studies, University of Cincinnati, attended our first workshop in 1985. She has now published techniques and perspectives in Teaching Sociology which were developed, revised and written as a direct result of workshop participation. Further, Hill-Collins and Margaret Andersen, the keynote speaker from the 1987 workshop, have now published a very popular curriculum resource for the American Sociological Association's Teaching Resources Center entitled An Inclusive Curriculum: Race, Class, and Gender in Sociological Instruction (now the biggest selling resource published by ASA). Their work and that of many of the contributors to the volume were shaped by participation in one of the three annual workshops.

To further disseminate the products and share the experiences of our project, staff have made about 40 presentations at professional meetings and at the invitation of various programs over the last three years. Some of those presentations include:

American Historical Association, annual meeting, 1985
Southern Women: Portraits in Diversity, conference, Tulane Univ., 1985
Tennessee Eduational Assoc., Conference on the Status of Women, 1986
Conference on the Experience of Black Mississippians, 1986
Southeastern Women's Studies Association, 1986, 1987
Organization of American Historians, 1986
American Association of Higher Education, 1986
American Sociological Association, 1985-88
National Women's Studies Association, 1986, 1987
Southern Women's Cultural History Conference, 1988
New Jersey Project on Race and Gender in the Curriculum, 1987, 1988
NEH Summer Institute, Trenton State College, 1987
Minority Affairs Board, University of Delaware, 1987
Macalester College, 1987
Univerity of Minnesota, 1987
College of Wooster, 1988
Association of General and Liberal Studies, 1987
Drew University, 1988

We have also conducted small workshops (one-day) for the following groups:

Women Studies, Old Dominion University, 1986
Sociologists for Women in Society-South, 1988
Teaching Effectiveness Center, University of Delaware, 1988
Curricular Conference on the Black Experience, Bucknell Univesity, 1988

In addition to the above means of disseminating information, we regularly send information to our National Advisory Board who carry information to their professional association meetings, and share with colleagues in many disciplines.

There are also other programs and projects which have decided to begin on-line data bases like our own. We have consulted about our data base with: Modern Language Association (whose data base is operational now); National Council for Research on Women; SUNY-Albany Center for Research on Women; University of Cincinnatti Afro-American Studies Program; University of

California-Davis. The Chicano Studies Program at the University of California-Davis, has adopted our workshop model and holds annual workshops for chicanas.

Evaluation. While we obtained extensive written evaluations at each of our curriculum workshops, we have always presented ourselves as open to comments and suggestions about all aspects of the project because we were paving new ground. Thus, over the years, participants in both workshops and seminars, readers of our publications, and users of the Research Clearinghouse have provided comments on our services. We have been pleased with the positive feedback, but also we have listened carefully to suggestions for improvements and where possible, we have made efforts to improve our services.

Our first workshop in 1985 was much too ambitious and we realized that most seminar participants were not equipped for the role of group leader. We also realized that participants were delighted with the opportunity to discuss teaching with colleagues from around the nation. In the second and third years, we focused on history and social sciences. We also broke the participants into small discipline groups where they worked on curriculum issues. Also the curriculum coordinator prepared materials for both discipline and topic group leaders. This intensive work, which involved many telephone calls and face to face discussions, paid off in terms of facilitating a very productive three days.

We also improved our application from participants, getting more information which we shared with discipline group leaders. Thus, the group leaders began the workshop familiar with faculty and were able to plan accordingly. We also made other revisions in the workshops based on participant feedback. For example, we learned that a session we had considered as a topic group, "White faculty and Black students," was viewed as critical for all the participants and we changed it to a plenary session. In that session and in other activities, we have made great strides in helping faculty enhance an appreciation of diversity in their classrooms.

We have always felt that the primary tangible means of evaluating much of the project impact would rest on the usage/sales figures for our Clearinghouse and publications, on attendance figures for seminars and workshops, and on syllabi developed or revised. Those figures are presented in the previous section.

Additionally, a more stringent requirement for project evaluation is the degree to which the project can survive beyond FIPSE funding. Below we discuss the level of institutionalization of the project.

Continuation/Institutionalization. We have been successful in insitutionalizing most aspects of the project with a combination of new MSU support, revenues generated by workshop fees, product sales, and external grants.

1. The Research Clearinghouse. The continuation of the Research Clearinghouse was the biggest challenge for the project due to the cost and labor intensive nature of that aspect of the project. The Clearinghouse has now been institutionalized with several sources of support. The base operating budget of the Center includes clerical support, and undergraduate work study funds that are allocated to the project. The Department of Sociology continues to allocate 1-2 graduate assistants to the project. The Clearinghouse Coordinator position has been supported with temporary funds from the College of Arts and Sciences and the Department of Sociology for the last two years. A request for permanent funding is under consideration at this time. Sales of all Center publications raised $8,000 in 1987-88.

The Print Version of the Clearinghouse was published in October, 1988 and we had over 300 pre-paid orders in the first 6 weeks after it was announced in

August, 1988, amounting to $4,500 revenue. The book is currently under review at major journals, and The Newsletter announcement of its availability is in the mail. We printed 3,000 copies of the book and plan to produce annual supplements. We are marketing the book and supplements to libraries and programs around the country and hope to obtain significant annual revenues from the sales.

We joined with a local computer company, Computer Century of Memphis to produce a version of the Clearinghouse for microcomputers and expect to release the Clearinghouse on floppy disks for sale at $100.00 in the spring or summer of 1989. In the fall of 1988, the College of Arts and Sciences recently allocated funds to the Center for the purchase of four new microcomputers to enhance MSU faculty and students' access to the Research Clearinghouse.

In November, 1988 the National Science Foundation awarded Lynn Cannon, project director, and Rebecca Guy a $44,000 grant to purchase equipment (16 microcomputers) and software (including 16 floppy disk versions of the Research Clearinghouse) to develop a microcomputer lab and to revamp the teaching of social statistics and research methods courses to integrate women of color and southern women. The new lab will be used for all research methods courses and new course designs will rely heavily on the use of the Research Clearinghouse to teach students to research a topic of interest and to identify previous research in these areas.

2. Curriculum Change Activities in Mid-South. At MSU, project participants have become actively engaged in the new general education curriculum. They are serving as consultants to departmental committees working on implementation of the new courses, and are preparing to teach new courses themselves. Women's Studies has been revitalized and has taken general education as a key focus. Women's Studies plans to continue the seminar series for faculty. The Center remains committed to facilitating curriculum change by providing resources. In November, 1988 we opened a new curriculum resource center to house the curricular materials we have accumulated and to help faculty in their work. At LeMoyne-Owen College, faculty are beginning to plan for a new general education curriculum. These activities are also being lead by project participants. They are currently devising philosophy and guidelines and are consulting with center staff and making use of the resource center. Rhodes College is planning for a new women's studies minor. The steering committee, lead by project participants, recently received funding to support their activities.

3. Workshops. Our national workshop on women in the curriculum has grown in popularity over the four years of the grant. Each year we raised the fees for the workshop so that they cover a majority of expenses but remain inexpensive (e.g., $85.00 for 2 1/2 days). In 1988 we did not hold a workshop and received many requests that we do so again. The center has committed to continuing the workshops at least every other year. In May, 1989 we will host our first workshop after FIPSE funding has ended. Early responses suggest it will be our biggest workshop yet. In addition to workshop fees, Elizabeth Higginbotham has procured funds from the Ford Foundation to support attendance at the workshop by 30 MSU faculty involved in teaching introductory level courses in the new general education curriculum. The workshop will feature as a keynote speaker Patricia Hill-Collins, a participant at one of our first workshops. Dr. Collins' work on Black feminism and teaching about Black women is now well-recognized.

CONCLUSIONS

In sum, we sought to facilitate the integration of the new scholarship on women of color and southern women into college level courses in the Mid-South area and across the nation. We saw this task as involving three broad sets of activities focused on providing access to information about the new scholarship; developing a vision or theoretical perspective which places women of color and southern women at the center rather than on the margins of learning; and developing a new pedagogy or teaching techniques which shaped classroom dynamics to facilitate learning by and about women of color and southern women. We worked with area faculty and faculty from around the nation in a variety of formats to address all three realms.

We have gained many insights into the process of curriculum change during the course of our project. Some of them are discussed here. First, the process of curriculum change is slow and it is continuous. It takes time for faculty to identify new materials, think about their meaning, derive conclusions about how to change their teaching, implement changes, obtain feedback, and change again. Consequently, despite the needs of funding agencies to document the impact of their dollars, the most significant impacts in successful curriculum integration projects are not likely to come for years after the end of funding. That is, while syllabi and assignments can change more readily, it takes much longer for one's broader vision and pedagogical style to undergo the fundamental and radical change that is necessary to fully integrate marginal groups like women of color, southern women and others into the core of the curriculum. Knowing that this is the case can be helpful in establishing realistic goals for projects.

Second, because fundamental curriculum transformation requires major changes in faculty views and practices, it cannot be mandated on the unwilling and be successful. We entered this project aware of the problems in some earlier curriculum integration projects and we did not replicate those problems. For example, we worked with faculty who expressed an interest in this work--faculty were not mandated to participate. On the other hand, we could not be accused, as some have been, of only "preaching to the converted", since our environment in the Mid-South and at MSU contained only a handful of so called "converted" people. As a consequence of working with those who were interested, we had a more diverse group of project participants in all phases of the project than many similar projects. We had participants from different schools, different departments including social sciences, humanities, sciences, education, and administration. Groups were interrracial, included men and women, full professors and instructors. Appreciation of diversity was critical to our curriculum integration goals and the central characteristic of our participants.

Third, dealing with diversity is facilitated by flexibility in project plans. To accommodate the diversity of the participants, we began with a rather flexible format so that diverse groups of people could participate and we could adjust our plans as need be. As mentioned before, we made a variety of changes in our project as we saw how the project worked with different groups.

Fourth, people need a variety of personal and institutional supports to undertake major changes in their teaching. The supports range from access to information, to time off, to public recognition, to assistance in thinking through new approaches. Establishing networks of faculty who support each other in these pursuits is very important, because most institutions do not significantly reward faculty for work they do to improve their teaching.

Seeing oneself as a part of a larger group involved in this work is important to many faculty.

Fifth, a project focused on women of color should be led by and have significant participation by women of color. We knew this from the beginning, planned accordingly, and consequently, our project has been very successful in the views of women of color.

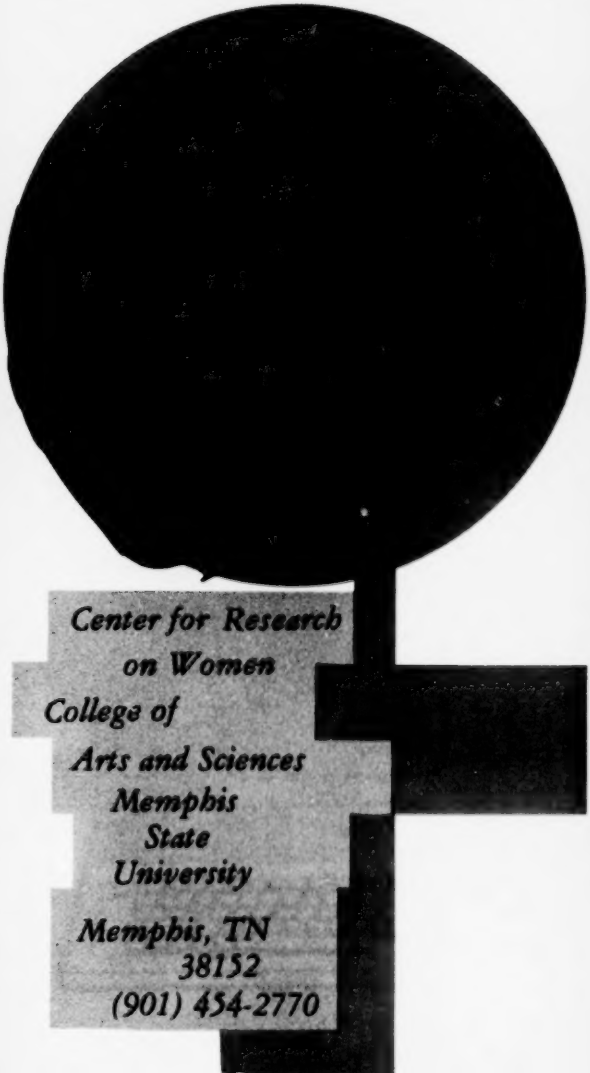
Last, with regard to on-line data bases, we have discussed in great detail the issues involved in other sections of this report and in the introduction to the book Women of Color and Southern Women: A Bibliography of Social Science Research 1975 to 1988. In addition to questions of money, time, and labor, building data bases requires coordinating the activities of diverse groups. The development of data bases is a truly interdisciplinary activity and thus developers must be prepared to work with diverse groups with different contributions to make. The work is difficult and can be very frustrating, but the results are unique and can be tremendously helpful to people in developing fields.

LIST OF APPENDICES.

1. Research Clearinghouse Documentation.
2. Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988.
3. Selected Bibliographies and Curriculum Publications.
4. Sample Newsletters, Center for Research on Women.
5. Electronic Bulletin Board Documentation.

APPENDIX 1. RESEARCH CLEARINGHOUSE DOCUMENTATION.

Research Clearinghouse on Women of Color and Southern Women



Center for Research on Women
College of Arts and Sciences
Memphis State University
Memphis, TN 38152
(901) 454-2770

The Problem

Are you a teacher, student or scholar who needs materials on southern women or women of color in the United States?

Are you looking for a guest speaker for your classroom or local organization? Do you need to locate materials on Afro-American or Latina women for your classrooms?

The Center for Research on Women at Memphis State University is aware of the difficulties in locating social science and historical materials on these populations.

The interdisciplinary nature of women's studies complicates the research process for many students, teachers and scholars. Additionally, the research process is often further complicated because materials on Afro-American, Asian American, Latinas, Native Americans and southern women are frequently in journals and publications which are not indexed in many of the major data bases.

Designed by MSU senior Terrence Moore Robinson, Jr.

The Solution

To address these problems and to aid in locating and disseminating research on women of color and southern women, the Center for Research on Women has developed a Research Clearinghouse.

With funding from the Fund for the Improvement of Post Secondary Education (FIPSE) the Center now provides a resource to help teachers, students and scholars to identify this new and emerging research.

The Research Clearinghouse is a computer based information retrieval service. It provides access to complete citations of social science and historical works on southern women and women of color in the United States.

It covers these social sciences: anthropology, criminal justice, economics, political science, psychology, and sociology. Additionally, it contains references on the target population's education and health, especially works which focus on social structural issues of access and inequality.

The data base includes 2,000-3,000 up-to-date citations to books, journal articles, chapters in books, unpublished works (including doctoral dissertations) and non-print media beginning with 1975.

The data base can be searched by subject, author, specific year, and type of resource (book, journal article, dissertation, etc.)

In addition to bibliographic references, the Center has compiled a reference bank of scholars of southern women and women of color. This reference bank includes the location of researchers, citations to their works (both published and unpublished) and keywords to describe their areas of research. This information may be useful to persons scheduling conferences, for consulting services and to establish collaborative efforts.

Clearinghouse Team

Members of the Research Clearinghouse team at the Center for Research on Women identify citations from recently published books, leading journals, individual scholars, and many journals not routinely covered by other bibliographic services. In addition, the Center has developed an Advisory Board of over twenty social scientists and historians who follow the new research in their own fields for input into the data base. Staff assign keyword descriptors according to terms employed by the National Council for Research on Women's women's studies thesaurus.

As with other computerized information retrieval systems, the researcher needs to carefully select the areas she/he wants to search. In this system keywords are used to identify appropriate materials for research projects, courses and other needs.

Center staff have generated several bibliographies from the data base. For information on these resources, contact the Research Clearinghouse of the Center for Research on Women, Memphis State University, Memphis, TN 38152 (901) 454-2770.

The Research Clearinghouse Contains Bibliographic Citations

on women of color and Southern women in the United States. Women of color include the following groups:

Native Americans Afro-Americans

Latinas (Puerto Ricans, Mexicans, Cubans and other women of Latin American descent)

Asian Americans (Chinese, Japanese, Korean, Thai, and other women of Asian descent) and

Pacific Islanders (Phillipinas).

Searches of the Research Clearinghouse will be conducted free of charge until September 1, 1986. In September we will institute a fee schedule. Please call or write to the Center for Research on Women for search request forms and additional information.

Lynn Weber Cannon, Ph.D.
Project Director

Research Clearinghouse
Center for Research on Women
College of Arts and Sciences
Memphis State University
Memphis, Tennessee 38152

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CENTER FOR RESEARCH ON WOMEN
RESEARCH CLEARINGHOUSE

MEMPHIS STATE UNIVERSITY
SEARCH REQUEST FORM

NAME _____

INSTITUTION _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

HOME TELEPHONE ( ) _____ WORK TELEPHONE ( ) _____

DO YOU WANT THE SEARCH ( ) MAILED TO YOU, OR ( ) WILL YOU PICK IT UP? IF IT IS TO BE PICKED UP, WHO WILL PICK IT UP AND WHEN?

_____

DESCRIPTION OF YOUR SEARCH TOPIC: BE AS SPECIFIC AS POSSIBLE.

_____

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FILES TO BE SEARCHED: CHECK FOR ALL FILES ( ), OR SPECIFY BELOW:

( ) HUMAN RESOURCE FILE
( ) CHAPTERS IN A BOOK
( ) UNPUBLISHED WORKS

BOOKS ( )
PUBLISHED ARTICLES ( )
NONPRINT MATERIALS ( )

HUMAN RESOURCE FILE ONLY: CHECK REGIONS FOR RESEARCHER'S LOCATION. REGIONS CORRESPOND TO THOSE OUTLINED BY U.S. CENSUS BUREAU.

( ) ALL REGIONS
( ) MID ATLANTIC
( ) EAST NORTH CENTRAL
( ) WEST NORTH CENTRAL
( ) MOUNTAIN

NEW ENGLAND ( )
SOUTH ATLANTIC ( )
EAST SOUTH CENTRAL ( )
WEST SOUTH CENTRAL ( )
PACIFIC ( )

PUBLICATION DATES: COVERAGE PROVIDED FROM 1975 TO THE PRESENT; SOME FILES MIGHT CONTAIN EARLIER YEARS.

( ) SEARCH ALL YEARS, OR SPECIFY YEARS _____ ( )

AUTHOR SEARCH: LIST AUTHORS COMPLETE NAMES (ALL FILES SEARCHED).

1. _____ 3. _____

2. _____ 4. _____

REQUESTORS: COMPLETE FRONT SIDE OF SEARCH REQUEST FORM ONLY

REQUESTORS: COMPLETE FRONT SIDE OF SEARCH REQUEST FORM ONLY.

FOR OFFICE USE ONLY

RECEIVED _____ SEARCHED _____ MAILED _____

RESULTS _____ COST $_____ SEARCHER _____

NOTES: _____

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THIS SPACE PROVIDED AS A SEARCHERS WORKSHEET

REQUESTORS: COMPLETE FRONT SIDE OF SEARCH REQUEST FORM ONLY.

CLEARINGHOUSE DATA FORM

(Please Print or Type)

Name: _____

Address (H): _____
Street City State Zip

Telephone: ( ) _____ Position: _____

Address (W): _____
Street City State Zip

Telephone: ( ) _____ Race/Ethnicity (Optional) _____

Please check the box if you *do not* wish to have your phone numbers or home address made available to users of the Clearinghouse. ☐

The Research Clearinghouse is a computer based resource which contains complete citations to published and unpublished works; descriptions of ongoing research projects and where to contact researchers. It is limited to social science research (including history) on women of color and Southern women that has been published in the last 10 years or is in progress.

Please list your areas of interest which are relevant to our Clearinghouse by using keywords and phrases.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

In the space below, please provide a brief descriptive paragraph about your ongoing research projects and other research interests. Wherever applicable, use the keywords you supplied above.

Ongoing Research: (Here describe your research in progress and please provide a tentative title for each project.)

Other Research Interests:

Please supply us with a summary vita or a list of all relevant published or unpublished works which we may add to our Clearinghouse data base. (Please feel free to send us copies of your works for Center use only.)

Return to: Research Clearinghouse
Center for Research on Women
College of Arts and Sciences
Memphis State University
Memphis, Tennessee 38152

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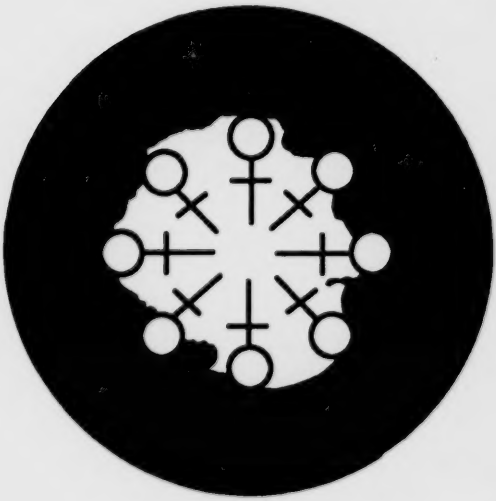
PS 9/86-498

APPENDIX 2. Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988.

Women of Color and Southern Women:

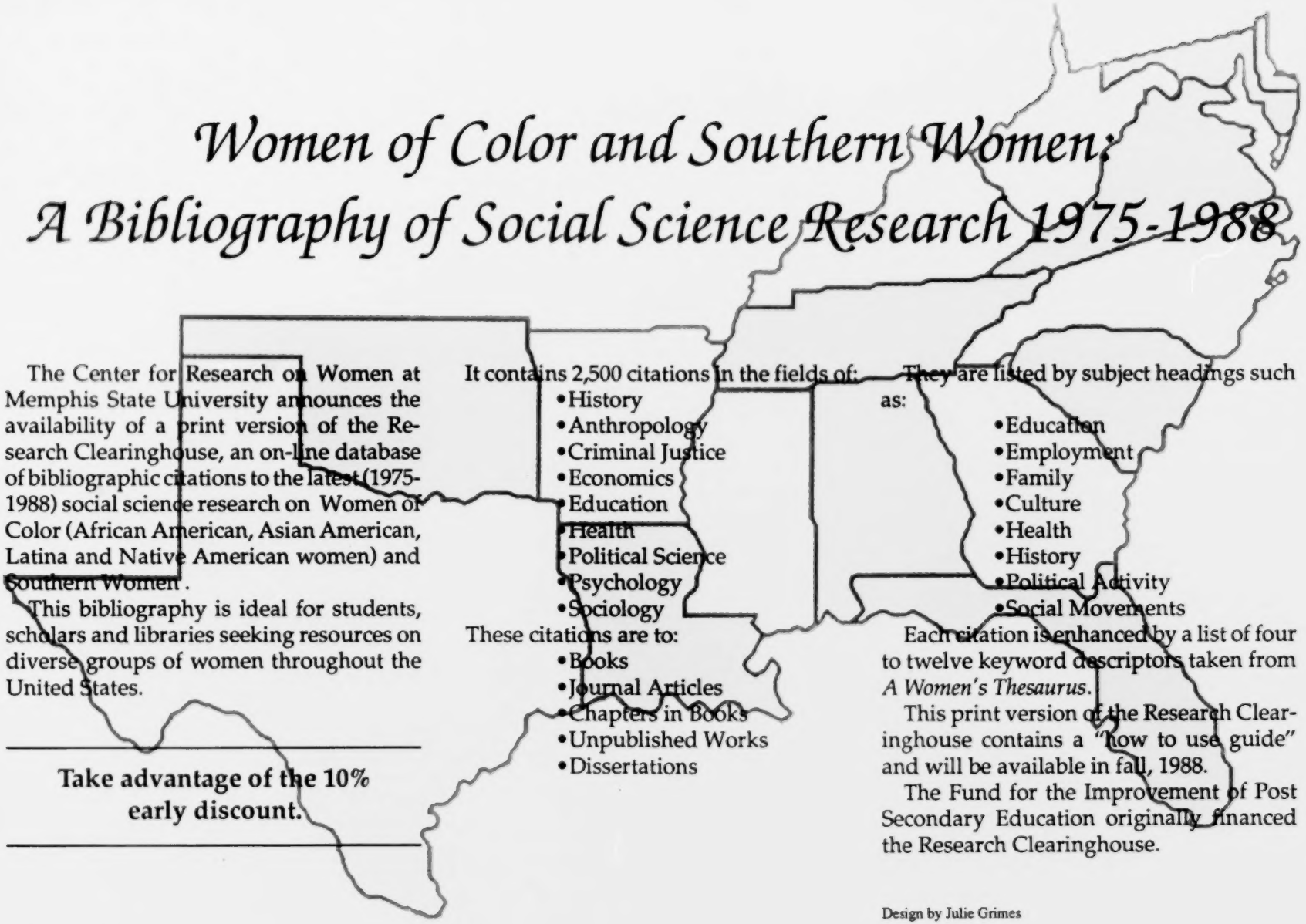
A Bibliography of Social Science Research 1975 to 1988



Edited by Andrea Timberlake, Lynn Weber Cannon, Rebecca F. Guy, and Elizabeth Higginbotham

33

Women of Color and Southern Women: A Bibliography of Social Science Research 1975-1988



The Center for Research on Women at Memphis State University announces the availability of a print version of the Research Clearinghouse, an on-line database of bibliographic citations to the latest (1975-1988) social science research on Women of Color (African American, Asian American, Latina and Native American women) and Southern Women.

This bibliography is ideal for students, scholars and libraries seeking resources on diverse groups of women throughout the United States.

Take advantage of the 10% early discount.

It contains 2,500 citations in the fields of:

- History
- Anthropology
- Criminal Justice
- Economics
- Education
- Health
- Political Science
- Psychology
- Sociology

These citations are to:

- Books
- Journal Articles
- Chapters in Books
- Unpublished Works
- Dissertations

They are listed by subject headings such as:

- Education
- Employment
- Family
- Culture
- Health
- History
- Political Activity
- Social Movements

Each citation is enhanced by a list of four to twelve keyword descriptors taken from *A Women's Thesaurus*.

This print version of the Research Clearinghouse contains a "how to use guide" and will be available in fall, 1988.

The Fund for the Improvement of Post Secondary Education originally financed the Research Clearinghouse.

Design by Julie Grimes

Order Form

Women of Color and Southern Women:
A Bibliography of Social Science Research
1975-1988

Qty.	Price	Amount
_____	Before 10/31/88 $13.50	_____
_____	After 10/31/88 $15.00	_____
	Shipping & Handling	$2.00
	Tennessee Residents add 7.75% sales tax.	_____
	Total	_____

Send to:

Name

Institution

Address

City, State, Zip Code

Make checks payable to Memphis State University. For additional information, call (901) 454-2770; after Aug. 15 call (901) 678-2770. Send orders to Center for Research on Women, 337 Clement Hall, Memphis State University, Memphis, TN. 38152.

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College of Arts and Sciences
Memphis State University
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APPENDIX 3. SELECTED BIBLIOGRAPHIES AND CURRICULUM PUBLICATIONS.

qty.

southern women: the intersection of race, class and gender

A collaborative venture with the Duke University-University of North Carolina Center for Research on Women showcasing research on Southern women.

_____ **Subversive Sisterhood: Black Women and Unions in the Southern Tobacco Industry.** Dolores Janiewski. 40 pages (1984). $5.

_____ **This Work Had A End: The Transition from Live-in to Day Work**. Elizabeth Clark-Lewis. 56 pages (1985). $5.

_____ **Social Change and Sexual Inequality: The Impact of the Transition from Slavery to Sharecropping on Black Women**. Susan Archer Mann. Historical data is used to examine the improvement in terms of sexual equality for Southern Black women after emancipation. 48 pages (1986) $5.

special subscription package offer

For $35 per year, a subscriber will receive the following items published by the Center for the 1988 calendar year.

- 2 bibliographies (annual updates on women of color and southern women)
- 3 issues of *The Newsletter*
- 7 papers from the three series published by the Center
  Research Papers
  Research Clearinghouse & Curriculum Integration Project
  Southern Women

_____ Yes! I would like the special subscription offer. Enclosed is my subscription fee of $35.

search request

In addition to the above, you can request a search of the Research Clearinghouse on Women of Color and Southern Women, a computerized data base of bibliographic citations and human resources. Any search is $7 for up to 10 references. There is an additional fee of 10 cents for each reference over 10.

_____ Check here if you would like a search request form.

we need your support

I want to help further the work of the Memphis State University Center for Research on Women.

Enclosed is my contribution

( ) Benefactor —$250 or more
( ) Sponsor—$100
( ) Friend—$50
( ) Sustainer—$25

Supporters receive a 20% discount on all Center workshops and institutes. Donations of $50 or more will be acknowledged with a gift. Supporters of the Center have full privileges on the Center's Electronic Bulletin Board. If you want to communicate with others through the Bulletin Board, check below and we will send you information.

Make checks payable to the MSU Foundation for the Center for Research on Women and mail directly to:

Center for Research on Women
Memphis State University
Memphis, TN 38152

_____ I want information about accessing the Center's Electronic Bulletin Board.

send my order to...

Name _____

Mailing Address _____

_____

City State Zip code _____

_____ Total number of publications ordered

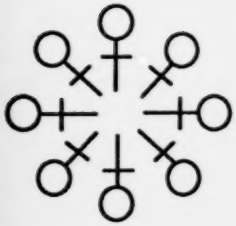
_____ Total Amount Enclosed

All orders must be prepaid. Make checks payable to **Memphis State University.**

Additional fees will be assessed to defray the costs of overseas postage. Please write separate checks for publications and supporters' contributions. Tennessee residents should include 7.75% sales tax. If invoiced, a fee of $1 will be charged.

All Center publications are also available for use in the classroom. Bookstore orders can be sent directly to the Center for Research on Women. For more information, please call JoAnn Ammons (901) 454-2770. After Aug. 15, 1988, (901) 678-2770.

Center for Research on Women
Clement Hall
Memphis State University
Memphis TN 38152



memphis state university center for research on women 1988 publications order form

qty. research papers

_____ **Class Perceptions in the Black Community**. Lynn Weber Cannon and Reeve Vanneman. 27 pages (1985). $4.

_____ **Work and Survival for Black.Women**. Elizabeth Higginbotham. 17 pages (1984). $3.

_____ **Employment for Professional Black Women in the Twentieth Century**. Elizabeth Higginbotham. 34 pages (1985). $4.

_____ **Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families**. Bonnie Thornton Dill. This paper explores the impact of racial oppression on the family life of Afro-Americans, Mexican Americans, Chinese and Japanese immigrants in the 18th and 19th centuries. The author provides insights into the "double duty" for women of color during this era. 56 pages (1986). $5.

_____ **Race and Class Bias in Research on Women: A Methodological Note**. Lynn Weber Cannon, Elizabeth Higginbotham, and Marianne Leung. This study which analyzes the race and class backgrounds of women who participate in an in-depth study of professional and managerial women, documents a White middle-class bias and illustrate how race and class biases may be built into the research design of exploratory studies. 51 pages (1987) $5.

_____ **Minority Families in Crisis: The Public Discussion**. Maxine Baca Zinn. This article addresses the renewal of culture of poverty perspectives and also presents a structural alternative. The focus is the role of economy in creating and sustaining Black family structure. This new perspective on family and poverty in a deindustrializing society provides insights for feminist scholarship. 30 pages (1987). $4.

_____ **The On-Going Struggle: Education and Mobility for Black Women**. Elizabeth Higginbotham. This paper argues that contemporary discussions about racism must be expanded to include different forms of racial oppression. Using the experiences of Black women in secondary schools, the author provides details on the types of racism they encountered. 28 pages (1987). $4.

Rethinking Mobility: Towards a Race and Gender Inclusive Theory. Elizabeth Higginbotham and Lynn Weber Cannon. Based upon an examination of social science and popular culture and analysis of two studies conducted by the authors, this paper identifies three major themes which characterize the mobility experiences of White women and people of color. 50 pages (1988). $5.

qty.

bibliographies

Selected Bibliography of Social Science Readings on Women of Color in the United States. This reference tool is an extensive bibliography of contemporary research on Afro-Americans, Asian Americans, Latinas, and Native Americans. It contains general citations on people of color and a selection of titles of social science work on women. 43 pages (revised February, 1988). $5.

Selected Bibliography on Southern Women. This bibliography contains citations to history, social science and personal narratives on Southern women. Most of the citations are annotated. 49 pages (revised February, 1988). $5.

qty.

research clearinghouse & curriculum integration project

To See Ourselves, To See Our Sisters: The Challenge of Re-envisioning Curriculum Change. Sandra Morgen. Keynote address, 1985 Workshop on Women in the Curriculum. 30 pages (1986). $4.

Conceptual Errors Across the Curriculum: Towards a Transformation of the Tradition. Elizabeth Minnich. Keynote address, 1986 Workshop on Women in the Curriculum. 31 pages (1986). $4.

Transforming the Sociology of the Family: New Directions for Teaching and Texts. Maxine Baca Zinn. Topic group discussion, 1987 Workshop on Women in the Curriculum. 17 pages (1987). $4.

Denying Difference: The Continuing Basis for Exclusion of Race and Gender in the Curriculum. Margaret Andersen. Keynote address, 1987 Workshop on Women in the Curriculum. 27 pages (1987). $4.

Integrating All Women into the Curriculum. Elizabeth Higginbotham. The paper identifies three essential stages to insure that curriculum integration efforts include women of color: getting information about people of color, changing the content of what we teach, and learning new ways to promote positive classroom dynamics.40 pages (1988) Price $4.

Mothers and Daughters: Teaching an Interdisciplinary Course. Lorraine Mayfield. Description of a women's studies course that examines the dynamics of mother/daughter relationships within social, psychological and economic contexts. 25 pages (1988) Price $4.

Center for Research on Women

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BIBLIOGRAPHY ON SOUTHERN WOMEN

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INTRODUCTION

There has been increasing interest in regional, class and racial differences in women's experiences. The CENTER FOR RESEARCH ON WOMEN at MEMPHIS STATE UNIVERSITY conducts, promotes and disseminates research on women of color nationwide and Southern women. To facilitate access to recently published materials on Southern women, we have developed this bibliography. This document contains citations to recent historical and social science research on Southern women and a selected list of personal narratives, that is, autobiographies, biographies and essays which document the experiences and impressions of women from the South. The majority of the selections are annotated. We hope this bibliography is useful for general reading, research, and as a classroom supplement for faculty and students around the country.

Under the supervision of Dr. Elizabeth Higginbotham and Dr. Bonnie Thornton Dill this listing has been expanded as new research appears. We are particularly grateful to Andrea Timberlake and the students in Dr. Dill's and Dr. Higginbotham's courses for many of the annotations. We plan to periodically update this bibliography. Therefore your suggestions for additions to the bibliography will be appreciated.

SELECTED READINGS ON SOUTHERN WOMEN

HISTORICAL ISSUES

Allen, Ruth
1975 The Labor of Women in the Production of Cotton. New York: Arno Press.

This is a reprint of the 1931 study of women in cotton production in the South.

Barney, William L.
1979 "Patterns of Crisis: Alabama White Families and Social Change," Sociology and Social Research, 63 (July): 524-543.

Bartley, Numan
1988 The Evolution of Southern Culture. Athens: University of Georgia.

This volume seeks to decipher the enigma of the South and identify the formative factors that have molded the Southern experience. While not fully completing that task, this book is an excellent collection of original essays which address questions crucial to an understanding of the region's history. The essays, by nine distinguished scholars, cover a range of historical topics including the relationship of race, class, and gender in shaping the social and cultural pathology of the post-Reconstruction South. Essays are by Nell Irwin Painter, Joel Williamson, Eric Foner, George Fredrickson and others.

Beardsley, Edward
1988 A History of Neglect: Health Care for Blacks and Mill Workers in the Twentieth Century South. Knoxville: University of Tennessee Press.

Berkeley, Kathleen
1984 "Elizabeth Avery Meriwether, 'An Advocate for Her Sex': Feminism and Conservativism in the Post Civil-War South." Tennessee Historical Quarterly 43 no. 4 (Winter):390-407.

Bibliographic information is provided on Elizabeth Avery Meriweather, who lived through the Civil War and the Reconstruction era. She was raised in eastern Tennessee, moved to Memphis, and returned there as a Civil War refugee. She was a strong advocate for women's rights, who spoke and wrote vehemently on such topics as suffrage for women and equal pay for male and female teachers. She helped enact legislation for more liberal divorce laws to protect women from abusive husbands, and against coverture, which subjected women to control by their husbands, particularly with regard to property rights.

Berkeley, Kathleen
1984 "The Ladies Want to Bring About Reform in the Schools: Public Education and Women's Rights in the Post-Civil War South." History of Education Quarterly, 24 (Spring): 45-58.

The Post Civil War era witnessed a rapid increase in the number of female breadwinners in the South. This article explores the role of women in the labor force in Memphis, Tennessee. Traditionally, women marketed their domestic skills in the labor market, but the rapid proliferation of county, municipal, and state public school systems opened new employment arenas for women. After the Civil War, male school administrators preferred women employees because they could pay them half the wages earned by male teachers. By 1900 teaching was the leading occupation of female breadwinners from the more educated classes. Wage disparities between men and women continued and women responded by demanding equal pay for equal work. While initially unsuccessful, the struggle did politicize women about the injustice in the school system and the wider community. This local struggle was one of many focusing attention on women's issues and from these spheres women moved to suffrage associations and temperance unions.

Blackburn, George, and Sherman L. Ricards
1981 "The Mother-Headed Family Among Free Negroes in Charleston, South Carolina, 1850-1860." Phylon, 42, (March): 11-25.

Blackwelder, Julia K.
1977 "Quiet Suffering: Atlanta Women in the 1930's." Georgia Historical Quarterly 61 (Summer): 112-24.

This article discusses the role of women in the Atlanta workforce during the 1930s. It examines the impact of the Depression on women in the job market. The study

pays close attention to the kinds of jobs available to women. It also details the job restrictions for Black and white women which were shaped by marital status, age sex, and elaborates on the most significant factor effecting job opportunity--race.

Blackwelder, Julia K.
1978 "Women in the Work Force: Atlanta, New Orleans, and San Antonio, 1930 to 1940." Journal of Urban History, 4, No. 3 (May): 311-358.

The author uses 1930 and 1940 U.S. Census data on Atlanta, New Orleans, and San Antonio to examine women's employment during the depression. She compares native born Anglo, foreign born Anglo, Mexican American and Black women within the historical context and specific demographic factors of each city. This article presents data on the distribution of occupations, revealing both racial and sex biases in the labor markets of each city. The employment options for women differed by ethnicity, thus even within the gender restrictions of the labor market, Black and Mexican American women had fewer options than Anglo women.

Blackwelder, Julia K.
1984 Women of the Depression: Caste and Culture in San Antonio, 1929-1939. College Station TX: Texas A & M University Press.

Women struggled against unemployment and discrimination in depression era San Antonio as they fought for dignity and survival. Prejudices divided women into three separate worlds: Anglo, Black and Latino. Letters, diaries, interviews, and reports are used to present a picture of these women's determination. Federal statistics on unemployment, occupational distributions and relief document the particular problems of women in each ethnic group. All the data support the author's findings on caste and the economics of discrimination in America.

Blumberg, Rhoda Lois
1984 Civil Rights: The 1960s Freedom Struggle. Boston: G.K. Hall.

This comprehensive introductory study recreates the Civil Rights movement in vivid detail. The book follows Black Americans from slavery to the first have of the 20th

century. The study explores the 1960s struggle for voting rights, and the militancy and White resistence that followed. Careful attention is paid to the public life of Martin Luther King, Jr.

Breen, J. William
1978 "Southern Women in the War: The North Carolina Women's Committee, 1917-1919." North Carolina Historical Review, 55 (July): 251-281.

During World War I, the women of North Carolina were very involved in the war effort. This article details the activities of the state Women's Committee. The patriotic actions of many women is revealing in terms of the war efforts itself (i.e., Victory Gardens, etc.) and the thrust for domestic reform. The war was key in changing the positions of women in the society, because many entered new spheres and took important leadership roles.

Breen, William J.
1982 "Black Women and the Great War: Mobilization and Reform in the South." in Our American Sisters: Women in American Life and Thought, edited by Jean E. Friedman and William G. Shade. Lexington, MA: D.C. Heath and Company.

Brent, Linda
1973 Incidents in the Life of a Slave Girl. (Edited by L. Maria Child and with an introduction by Walter Teller). New York: Harvest/Hararcourt Brace Jovanovich Book.

This is an authentic autobiographical account of a young Black woman's experiences with slavery (1820s to 1840s). The author relates the story of her escape to avoid sexual exploitation by her master. Her narrative describes slavery, the role of the church, her fears of being sold and the fugitive slave law.

Burnham, Dorothy
1978 "The Life of the Afro-American Woman in Slavery." International Journal of Women's Studies. 1,4 (April): 363-377.

This article discusses the vital role of Black women in the survival of the race during slavery. Under slavery, the status of Black women was fixed by both social customs and statute. Data from slave narratives, recorded interviews with ex-slaves and reports from

observers are used to show the living conditions of slave women, many of whom were heads of households. These inhuman living conditions also included sexual abuse from white males, physical torture, and the emotional trauma of separation from family.

Burton, Orville Vernon
1985 In My Father's House Are Many Mansions: Family and Community in Edgefield, South Carolina. Chapel Hill, NC: University of North Carolina Press.

This is a historical exploration of family life in a western South Carolina county in the 19th and 20th centuries. The author looks at White (both the planter and the yoeman classes) and Black families. Details are provided on the development of the planter class in the period from 1850 to the early 1900s. He also has insights into the brutalities of slavery. Burton details how the patriarchial, male dominated family prevailed in both races and all classes. The institutional supports and ideology between groups varied, but the centrality of family and values associated with patriarchy were shared among all community members. Burton notes that this was particularly the case for Blacks.

Bynum, Victoria
1984 "On the Lowest Rung: Court Control Over Poor White and Free Black Women. Southern Exposure 12 (Nov/Dec): 40-44.

This article discusses the role of Southern courts in monitoring and controlling the family and work lives of poor white and free Black women during the period before and immediately after the Civil War. Data from court proceedings in three North Carolina Piedmont counties demonstrates a pattern in which these two groups of women, because they did not have the protection of a household headed by a landowning white male, were particularly subject to court actions in which they lost custody of their children or became indentured servants. The author points out that the period of Radical Reconstruction, in which a different class and race of men gained power, aided some of these women while ignoring others.

Carr, Lois G. and Lorena S. Walsh
1977 "The Experience of White Women in Seventeenth-Century Maryland." William and Mary Quarterly 34 (October): 542-71.

Data drawn from inventories, wills and court proceedings in four counties in Maryland, indicate differences between immigrant and native born white women in the 17th century. Immigrant women frequently married planters after serving their term as indentured servants, and had only a few children, half of whom survived. These women outlived their first husbands and remarried often having children and property from their previous marriage. Native born white women married at a younger age and had more children who survived.

Clark-Lewis, Elizabeth
1985 "'This Work Had A' End': The Transition from Live-in to Day-Work." Southern Women: The Intersection of Race, Class and Gender, Center for Research on Women, Memphis State University, Memphis, TN 38152.

Oral histories are used to examine the lives of African-American women who migrated from the South to work in Washington, DC in the late 19th and early 20th centuries. Young women followed other family members into the homes of wealthy white families, where they worked as live-in servants. Unlike live-in servants farther South, who were generally free to attend church, the migrants found the demands of employment in the DC area more restrictive. Women worked for years to leave this work setting. Penny savers clubs were used to accummulate the money to escape live-in work. The author provides details on the long transition and the transformation once women could work a limited number of hours per day. The differences in work settings influenced church participation and also self esteem.

Clinton, Catherine
1982 "Equally Their Due: Education of the Planters Daughters in the Early Republic." Journal of the Early Republic 2 : 39-60.

Schools for white females after the Revolutionary War were key to shaping the role of women in building the nation. Education was often a substitute for wealth in marriage arrangements. In the 19th century, such academies produced cultivated females who served as aristocratic wives and mothers.

Clinton, Catherine
1982 The Plantation Mistress. New York: Pantheon.

Thousands of private letters, wills, records, household inventories and documents were examined by the author to determine what existence was like for the white woman of the plantation during the post-Revolutionary years (1780-1835). Clinton primarily investigated plantations of the elite planter class (those with 20 or more slaves), but she does include some discussion of the less affluent as well. Attention is necessarily played to the issue of slavery and the white woman's relationship to the slaves. The author attempts to dispell the "myth of the hoop skirted Southern Belle," as she looks at the question of gender in ante-bellum Southern culture. At this time, women performed complex, varied and essential functions within the cotton economy, but they remained under the rigid subjugation of male authority.

Cody, Cheryll A.
1982 "Naming, Kinship, and Estate Dispersal: Notes on Slave Family Life on a South Carolina Plantation, 1786-1833." William and Mary Quarterly 39 (January): 192-211.

Working from business records kept by a South Carolinian cotton planter, the author looks at family life among slaves between 1786 and 1833. The research suggests several hypotheses on the familial values of slaves and naming of offspring which are tested in this essay: (1) the frequent naming of children for parents and extended kin indicates the importance of family and that slaves based their linage bilaterally; (2) siblings named their children for one another, particularly brothers for brothers and sisters for sisters, suggesting the strength of same-sex sibling ties; and (3) frequently broken parental and faternal ties were symbolically mended through naming practices. The article presents separation from kin as an ever-present threat to slaves. The patterns that slaves used reveal both the importance and fragility of kinship bonds. The rules that this cotton planter left for dispersing his estate are presented.

Collier-Thomas, Bettye
1982 "The Impact of Black Women in Education: An Historical Overview." Journal of Negro Education, 51 3: 173-180.

Using census reports, this article elaborates on the role of Black women in Southern education. Historically their employment options have been limited by race and sex. They are clustered in primary and secondary instruction and administrative positions in kindergarten and primary education.

Creel, Margaret Washington
1988 A Peculiar People: Slave Religion and Community Among the Gullahs. New York: New York University Press.

The author explores the cosmological and spiritual basis for Afro-Christian religion in the Anglo-American colonies. This is the background for an understanding of developing slave communities. While this is a unique look at one slave religious experience, this investigation shed light on slave religions in general.

Foner, Eric
1988 Reconstruction: America's Unfinished Revolution, 1863-1877. New York: Harper and Row.

This is a comprehensive study of the turbulent years following the Civil War and their role in shaping modern America.

Frankel, Linda
1984 "Southern Textile Women: Generations of Survival and Struggle." in Karen Brodkin Sacks and Dorothy Remy, editors, My Troubles are Going to Have Trouble With Me: Everyday Trials and Triumphs of Working Women. New Brunswick: Rutgers University Press.

Oral histories are used to explore three generations of white mill families in a North Carolina community from 1900 to 1960. The paper provides details on the links between work and family in small mill towns where paternalism was quite pronounced. Women's work involvement, both paid and unpaid, with the mills began early and continued into their mature years. The paper details women's involvement with the strike in 1929 and the slow growth of a union, life with a union and the end of the union in 1958. This case study illustrates women's participation in building and defending workers organizations and their complex relationship to the workplace.

Fraser, Walter J. Jr.; R. Frank Saunders Jr.; and Jon L. Wakelyn, editors.
1985 The Web of Southern Social Relations: Women, Family and Education. Athens, GA: Univeristy of Georgia Press.

In this collection of thirteen essays, which focus on the everyday lives of Southerners, the authors use innovative

methodologies to trace the history of ordinary people and provide fresh insights into critical topics in Southern history. In particular, Southern women, family life, and education are explored to reveal the diverse, but interwoven strands that make up the fabric of Southern life. For example, Carol K. Bleser uses the correspondence of a 19th century couple to reveal a marriage that challenges the images of rigid patriarchy and Southern male dominance. Bertram Wyatt-Brown uses anthropological, sociological and traditional historical data to examine the obstacles to quality education for Blacks during Reconstruction. Essays by Theda Perdue, Orville Vernon Burton, Kathleen Berkeley, Catherine Clinton, Thomas Dyer, Joseph Kett and others contribute to a more detailed understanding of the social relations which are the foundation of contemporary Southern life.

Frederickson, Mary Evans
1982 "Four Decades of Change: Black Workers in Southern Textiles, 1941-1981." Radical America, 16 (Nov/Dec): 27-44.

This article discusses the changing roles and wages of Black workers in Southern textile mills from 1941 to 1981. After World War II, many white mill workers left the factories for new employment opportunities in an expanding economy. Traditionally, Black factory workers had been limited to semi-skilled and laborer positions. Blacks moved into high status positions in the mills, but wages remained low. To combat their exploitation, they were able to draw upon their skills as Civil Rights organizers to unionize textile mills and fight for better wages and working conditions.

Frederickson, Mary Evan
1985 "'I Know Which Side I'm On: Southern Women in the Labor Movement in the Twentieth Century." in Women, Work, and Protest: A Century of U.S. Women's Labor History, edited by Ruth Milkman. New York: Routledge and Kegan Paul.

Although the South's political economy has not favored strong labor unions, throughout the twentieth century, there have been women activists and organizations promoting strikes and demanding changes in textile mills, factories, and other work settings. This article traces and analyzes the factors that influenced Southern women's participation in labor unions. There are descriptions of the efforts made by national labor unions and women's groups to organize and educate the Black and White women workers in the South. The author examines the leadership

of Afro-American women from their domestic worker strikes in the 1880 to their involvement with Civil Rights in the post World War II era. Frederickson also discusses the contemporary contributions of Afro-American women to recent efforts to unit both Black and White women in clerical and industrial settings. As unions decline in the North, they will increasingly turn to the South for members. The generations of involvement among Southern women may prove an assert for new organizing efforts.

Friedman, Jean E.
1985 The Enclosed Garden: Women and Community in the Evangelical South, 1830-1900. Chapel Hill, NC: University of North Carolina Press.

This volume explores the relationships between 19th century social structure and the lives of Southern women. The author questions the slow development of the Southern women's reform movement. In her pursuits, Friedman details the importance of evangelical community churches and their role in integrating Southern women's identify and in preserving the traditional role of women. The evangelical community was a church-directed, kin-dominated society, linking plantation, farm, and town in the predominantly rural South. The evangelical community represents the point of intersection between community structure and women's psyche. The complex ties of kinship bound Southern women to each other and to men. This relationship, in the rural South, was the differences between isolation and security for women. As slavery died, within this social structure, sex segregated associations did not promote reform networks in the South as they did in the North. Instead, the durability of Southern church discipline intensified family unity and control, preserving a marked degree of evangelical notions of sex roles.

Fuller, Paul E.
1975 Laura Clay and the Women's Rights Movement. Lexington, KY: University Press of Kentucky.

Laura Clay (1849-1941) grew up in Kentucky and over time became a major force in the suffrage movement within the state and in the South. The daughter of anti-slavery advocates, Ms. Clay witnessed the Civil War, including the burning of much of her family's property. Her parents divorced in 1878, after 45 years of marriage. The settlement forced the Clay daughters to confront the unequal status of their sex. The majority of the book covers Laura Clay's involvement with movements designed

to enhance women's positions. From her base in Lexington, Ms. Clay became active in the National American Woman Suffrage Association (NAWSA). By 1890, Laura Clay was a champion of southern interest in the NAWSA, actively seeking funds to have women's suffrage written into the new state constitutions replacing those passed in the South during Reconstruction. She was later on the board of officiers of the NAWSA. Laura Clay was an advocate for women's rights, but also a strong supporter of states' rights. She was opposed to the 19th Amendment because she feared federal interference in state elections. Clay was from an abolitionist family, but was troubled by the new position of Afro-Americans in the South. This was part of her hesitancy to support federal intervention for voters' rights.

Giddings, Paula
1984 When and Where I Enter: The Impact of Black Women on Race and Sex in America. New York: William Morrow and Company.

This book documents a long tradition of activism for both political and sexual equality among Black women in the United States from the late 19th century to the present. The analysis is based upon the speeches, diaries, letters, and other original sources of the thoughts and activities of prominent Black women. The women whose lives demonstrate the impact of Black women on race and sex in America include Ida B. Wells, Mary Church Terrell, Mary McLeod Bethune and Rosa Parks.

Goldin, Claudia
1977 "Female Labor Force Participation: The Origin of Black and White Differences, 1870 and 1890." Journal of Economic History. 37 1: 87-108.

This article explores the early history of different labor force participation rates between Black and White women. The work examines the female labor force in 1870 and 1880 in seven Southern cities. Probit regression techniques on figures from the population census demonstrate that economic and demographic variables explain only part of the differences between Black and White women. The author finds race to be a important factor, and discusses a "legacy of slavery," which results in socialization differences.

Groneman, Carol and Mary Beth Norton, editors.
1987 'To Toil the Livelong Day': America's Women at Work,

1780-1980. Ithaca, NY: Cornell University Press.

This is a collection of essays on employment for women in the United States. The volume has articles on slave families by Christie Farnham, Black women in the Southern tobacco industry by Dolores Janiewski, and Black women domestics in Washington, DC by Elizabeth Clark-Lewis.

Gunderson, Joan Rezner
1986 "The Double Bonds of Race and Sex: Black and White Women in a Colonial Virginia Parish," Journal of Southern History, 52 (August): 351-72.

Gender and race interact to shape the lives of Black and White women in colonial Virgina. This essay looks at slavery from a comparative female perspective in King William Parish during the 18th century. The author suggests that the bond of gender impacted in similar ways on women across racial lines. This is evident in the naming of females, childbirth patterns, and women's activities in employment spheres. At the same time, race and slavery set Black apart form White women. This paper traces changes in the development of slavery and how it impacted on the lives of Black women. Patterns of work had a negative effect on Black women's maternal health. Yet, in several instances, freed Black women were treated like White women. On the other hand, slavery delegated Black women to another station. The situation of Black slave women became more inflexible as the institution of slavery developed throughout the 18th century. This paper stresses the need for comparative work on Black and White women in the colonial era to understand what it means to be Black and female.

Hall, Jacquelyn Dowd
1979 Revolt Against Chivalry: Jesse Daniel Ames and the Women's Campaign Against Lynching. New York: Columbia University Press.

This book recounts the work of Texas suffragist, Jesse Daniels Ames, who founded the Association of Southern Women for the Prevention of Lynching in 1930. It discusses the political and social factors influencing the growth and actions of the organization. It also demonstrates the way in which their work was a direct attack on white supremacy and the established position of white women.

Hall, Jacquelyn Dowd
1984 "The Mind that Burns in Each Body: Women, Rape and Racial Violence." Southern Exposure 12 (Nov/Dec): 61-71.

This article analyzes the similarities between rape and lynchings occurring between 1882 and 1974 in the Southern United States. The author argues that both lynching and rape have complimentary uses in racial subordination: rape asserts white dominancee and control in the private arena and lynching reasserts hierarchial arrangements in the public transactions of men. Hall discusses the relationship between the images of the Southern lady and the rape of Black women and identifies a tradition of feminist-anti-racist activity among Black and White Southern women.

Hall, Jacquelyn Dowd, Robert Korstad, James LeLoudis
1986 "Cotton Mill People: Work, Community, and Protest in the Textile South, 1880-1940." American Historical Review, 91 (April): 245-286.

Hall, Jacquelyn Dowd, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly.
1987 Like a Family: The Making of a Southern Cotton Mill World. Chapel Hill: University of North Carolina Press.

This is a comprehensive social history of family, work and community in early mill towns, which traces both the technological and cultural changes through the 1930s. Using the interviews of the Southern Oral History Program, previously unexamined letters written by mill workers to Franklin Roosevelt, and the trade press. The authors use this data to challenge dominant thinking about mill workers and present a picture which reveals the strengths of these communities. This volume carefully analyzes the paid and non-paid work of women and children.

Harley, Sharon and Rosalyn Terborg-Penn
1978 The Afro-American Woman: Struggles and Images. Port Washington, NY: Kennikat Press.

The essays in this anthology highlight variations on the theme of racial and sexual discrimination faced by Afro-American women throughout the history of this country. This volume was a pioneer in integrating Black Women into the new social history.

Hawks, Joanne V. and Shiela L. Skemp
1984 Sex, Race, and the Role of Women in the South. University, MS: University Press of Mississippi.

Papers from the Eighth Chancellor's Symposium on Southern History at the University of Mississippi have been edited to make up this volume, which presents a variety of perspectives on the lives of Southern women as workers, as political leaders and as writers. The book contains six essays by known scholars in the field covering a range of topics: women's history and the revision of Southern history (Jean E. Friedman); Black and White working women (Dolores Janiewski); the public role of Southern women (Martha Swain); Black women in Washington, D.C. (Sharon Harley); Southern literary writers (Anne Goodwyn Jones) and an overview of the state of research on Southern women (Anne Firor Scott).

Janiewski, Dolores
1985 Sisterhood Denied: Race, Gender and Class in a South Community. Philadelphia: Temple University Press.

The author used working class women in Durham, North Carolina as a case study to explore the relationships between the growth of industrial capitalism and women's work and family life. The experiences of both Black and White women during this era are used to examine the intersection of gender race and class.

Janiewski, Dolores
1984 "Subversive Sisterhood: Black Women and Unions in the Southern Tobacco Industry." Southern Women: The Intersection of Race, Class and Gender, Center for Research on Women, Memphis State University. Memphis, TN 38152.

This paper explores the ways traditional Southern patterns of racial, gender and class relationships were reconstituted in the tobacco factories and the communities surrounding the leading tobacco centers of Durham, Winston-Salem, Richmond, and Danville in the 1920s and 1930s. The author provides details on Black women's activities as workers and union members, including a discussion of AFL and CIO affiliates attempts to organize Southern tobacco workers.

Jeffrey, Julie R.
1975 "Women in the Southern Farmers' Alliance: A

Reconsideration of the Role and Status of Women in the Late Nineteenth-Century South." Feminist Studies 3 (Fall): 72-91.

This article examines the role of women in the Southern Farmers' Alliance during the last 20 years of the 19th century. From the Progressive Farmer, the official newspaper of the Alliance, and other Alliance records, it is clear that the Alliance actively encouraged an expanded role for women and urged that women be accorded social and economic equality with men. The part the Alliance played was limited, however, because it usually defined these expanded roles for women in terms of the over-all objectives of the organization. Although the Alliance did not dislodge the traditional ideas of women's spheres, records do show a greater complexity in late 19th century attitudes with respect to sex roles than previously recognized.

Johnson, Micheal P.
1981 "Smothered Slave Infants: Were Slave Mothers at Fault?" Journal of Southern History 47 (November): 493-520.

This article explores the reasons for the disproportionate number of slave infants reported smothered as compared with the number of white infants reported smothered between 1790 and 1860. In attempting to refute claims of some historians that slave infants were smothered by careless mothers, Johnson draws on several studies showing the positive correlation between the age and time of death of slave infants and modern victims of SIDS (Sudden Infant Death Syndrome). This correlation, among other reasons, such as poor nutrition and underreporting of smothered white infants, show that a number of factors were responsible for slave infants' deaths.

Jones, Jacqueline
1979 "Women Who Were More Than Men: Sex and Status in Freedmen's Teaching." History of Education 19 1: 47-59.

This article details the actions of Northern teachers associated with the American Missionary Association who traveled South to teach in Freedman's schools after the Civil War. Contrary to popular stereotypes the women teachers had a strong sense of professionalism and even questioned male authority around curriculum issues.

Jones, Jacqueline
1982 "My Mother was Much of a Woman: Black Women, Work, and the Family Under Slavery." Feminist Studies, 8 (Summer): 235-269.

This article focuses on female slaves in the American rural South between 1830 and 1860. It examines the impact of a patriarchial/capitalist society on the work of Black slave women. The study pays particular attention to the daily routine of slave women. These activities involved the production of goods and services for their families, other members of the slave community and their owners.

Jones, Jacqueline
1985 Labor of Love, Labor of Sorrow: Black Women, Work and the Family from Slavery to the Present. New York: Basic Books.

This is an historical account of the key role of family in the lives of Black women. Efforts to sustain family frequently pushed Black women into labor outside the home. The author provides details on the dual responsibilities of Black women as breadwinners and keepers of the home and community during slavery, Reconstruction, the transition to urban areas, and into the present.

Jones, Jacqueline
1986 "Race, Sex, and Self-Evident Truths: The Status of Slave Women During the Era of the American Revolution." Working Paper No. 162, Wellesley College: Center for Research on Women. Wellesley, MA 02181.

Katzman, David M.
1978 Seven Days a Week: Women and Domestic Service in Industrial America. New York: Oxford University Press.

This book is an exploration of private household work for U.S. women between 1865 and 1918. It examines the impact of industrialization on the occupation and the introduction of labor-saving technology into the household; including efforts to introduce management principles into the home. The study pays particular attention to the role of race in the development of the occupation, describing the pattern in which native born white women increasingly shunned housework, leaving it to immigrant and Black women. As Black women, many of whom

were married, came to dominate the occupation, they changed it from live-in work to day work which was more suited to family life.

Kenzer, Robert C.
1988 Kinship and Neighborhood in Southern Community: Orange County, North Carolina, 1849-1881. Knoxville: University of Tennessee Press.

Using census data, the author explores the importance of family in the South. This is a rich community study, which can be a model for others.

Lebsock, Suzanne
1982 "Free Black Women and the Question of Matriarchy: Petersburg, Virginia, 1784-1820." Feminist Studies, 8 (Summer): 271-292.

This article explores the racial and gender oppression that brought a group as powerless as 19th century Black women to be viewed as matriarchs. It pays particular attention to data on freed women as taxpayers, landholders, slave owners, and business women. It details the ways in which these few women achieved such gains. It also compares typical household structures and equality between the sexes for Black and whites.

Lebsock, Suzanne
1984 The Free Women of Petersburg: Status and Culture in a Southern Town, 1784-1860. New York: W.W. Norton.

Lebsock studied the rapidly growing commercial community of Petersburg, Virginia during the years 1784 to 1860. She used a variety of sources, including legal records, to determine the economic experience of White women and free Black women of the time. She found these women moved towards independence with respect to the use, ownership, and management of property, but still suffered under the domination of more powerful male groups.

Leloudis II, James L.
1983 "School Reform in the New South: The Woman's Association for the Betterment of Public School Houses in North Carolina, 1902-1919." Journal of American History 59 (March): 889-909.

This article discusses the Women's Association for the Betterment of Public Schools (WABPS), a group of women who organized to address the poor quality of education and the perpetuation of poverty. The organization did not develop an effective plan of action and thus failed to make any significant progress towards its goals because its members were "unprepared to question their subordinate status." The author addresses the pitfalls of organizations which are unable to deal with questions of power, authority and social justice.

Lerner, Gerda
1967 The Grimke Sisters from South Carolina: Rebels Against Slavery. Boston: Houghton Mifflin.

In 1867, Angelina and Sarah Grimke, originally from Charleston, North Carolina and daughters of a well-to-do jurist, planter, and slaveowner, shocked New England by lecturing on behalf of the anti-slavery cause. Their pioneering speaking tour of 60 cities established them as abolitionists and also brought the issue of women's rights to the attention of the anti-slavery movement and the general public. This book is a description of the early lives of the Grimke sisters, their family and their circumstances. It contains an examination of the slavery issue which impacted on their lives. It provides details on their self-exile to the North and their life long struggle for freedom and dignity for all people, regardless of race or sex.

Leslie, Kent Anderson
1986 "A Myth of the Southern Lady: Antebellum Proslavery Rhetoric and the Proper Place of Women." Sociological Spectrum, 6: 31-49.

Lewis, Jan
1983 The Pursuit of Happiness: Family and Values in Jefferson's Virginia. New York: Cambridge University Press.

This is a historical treatment of the private world of the Virginia gentry during Thomas Jefferson's lifetime. The author shows how in the years following the Revolutionary War, members of the gentry turned away from the public world into the privacy of their families and homes to seek their salvation in love.

Litwack, Leon F. and August Meier

1988 Black Leaders in the Nineteenth Century. Urbana, IL: University of Illinois Press.

This volume includes biographies of many women, including Harriet Tubman, Mary Ann Shadd, Blanche K. Bruce, and Mary Church Terrell.

Mann, Susan Archer
1986 "Social Change and Sexual Inequality: The Impact of the Transition from Slavery to Sharecropping on Black Women." Southern Women: The Intersection of Race, Class and Gender, Center for Research on Women, Memphis State University. Memphis, TN 38152.

Historical data is used by this sociologist to examine improvements in terms of sexual equality for rural Southern Black women after emancipation. The paper demonstrates how class, race, and the type of production pay a critical role in shaping the nature of patriarchy and thus the degree of sexual equality.

McDowell, John P.
1982 The Social Gospel in the South: The Woman's Home Mission Movement in the Methodist Episcopal Church, 1886-1939. Baton Rouge: Louisiana State University Press.

McHugh, Cathy L.
1987 Mill Family: The Labor System in the Southern Cotton Textile Industry. New York: Oxford University Press.

This study uses archival material from the Alamance Mill in North Carolina to examine the development of the cotton textile industry in the postbellum Sout. The industry needed a stable and reliable work force with varied skills. At the same time, many families were leaving agriculture because of depressed conditions. Many Whites in this population were forced by circumstances to look for work in the growing textile industry. Mill managers developed the cotton mill village, where a family labor system was instituted. Focusing on the evolution of this system in the years after the Civil War, the author reveals how the mill village served as a focal point for economic and social cohesion as well as an institution for socializing and stabilizing a work force.

Miller, Marc S., editor.

1980 Working Lives: The Southern Exposure History of Labor in the South. New York: Pantheon.

This collection of articles from Southern Exposure that addresses varying issues of employment. It includes pieces on both rural and urban workers and the experiences of Black and White women.

Miller, Randall W.
1981 "The Fabric of Control: Slavery in Antebellum Southern Textile Mills." Business History Review 55, 4: 471-490.

Nineteenth century Southern textile mills were dependent upon the labor of slave women and children. This article explores incentives used to insure good performance. Periodical sources indicate that punishment was used as a last resort and other measures were more common.

Neverdon-Morton, Cynthia
1982 "Self-Help Programs as Educative Activities of Black Women in the South, 1895-1925: Focus on Four Key Areas." Journal of Negro History, 51 (Summer): 207-221.

The turn of the century was a period in the South characterized by unstable economic, political and social conditions. This was a particularly difficult period for Afro-Americans. In spite of racial tensions, limited economic resources, and pressing national issues, Afro-American women in the South established self-help programs to improve the quality of life for members of the Black community. The author examines self-help programs and the women who built them in four sites: Tuskegee, Alabama; Hampton, Virginia; Atlanta, Georgia; and Baltimore, Maryland. During this era, educated Black women were directed to work for social change through programs designed to assist and uplife less privileged Afro-Americans. This article describes the activities of Margaret M. Washington, Lizzie A. Jenkins, Lugenia Hope, Ida A. Cummings, and others. In their efforts, these women challenged poor housing, the state of public health, Jim Crow, inadequate schools, and the lack of economic opportunities for the Black community.

Newman, Dale
1978 "Work and Community Life in Southern Textile Town." Labor History, 19, 2: 204-225.

This is a study of a rural-industrial county in North Carolina in the 20th century. The employer paternalism of a cotton mill community is examined to understand why collective action by White textile workers did not succeed. The author compares and contrasts the roles and cultural patterns of the Black community to that of the White, so that one can understand why Black workers sought collective action only nine years after racial integration in the mills. The paternalism of the mill owners was effective in controlling the activities of White cotton mill operatives. In contrast, Black people had a history of working as independent farmers and exercised more control over their daily lives than did their White neighbors during the 20th century. Information was obtained from 18 visits as a participant observer and interviewer between the fall of 1971 and the spring of 1977.

Norton, Mary Beth
1978 "What an Alarming Crisis is This?: Southern Women and the American Revolution" in Jeffery Crow and Larry Tise, eds. The Southern Experience and the American Revolution. Chapel Hill, NC: University of North Carolina Press.

This article deals with the effect of the Revolutionary War on the lives of Southern women of all types: rich and poor, Black and white, loyalist and rebel. The information is obtained from a wide range of sources including personal correspondence (the quote in the title was written by a young colonial girl whose family was fleeing the advance of the redcoats), accounts of observers, and government records. The article compares women's social status before, during and after the war.

Perdue, Charles L. Jr, Thomas E. Barden and Robert K. Phillips
1980 Weevils in the Wheat: Interviews with Virginia Ex-Slaves. Bloomington: Indiana University Press.

Reiff, Janice L., Michael Dablin and Daniel Smith
1983 "Rural Push and Urban Pull: Work and Family Experiences of Older Black Women in Southern Cities, 1880-1900. Journal of Social History 16, 4 (Summer): 39-48.

This article examines the effect of urbanization on Black families using data obtained through the U.S. Bureau of the Census and the 1896 Bureau of Labor Survey. Citing employment figures, marital status, living arrangements, and numbers of living children, this study refutes notions that the city had the effect of breaking up Black

families. The evidence shows that Black families in Southern cities were just as committed to keeping the family intact and protecting older members as families that remained in rural areas.

Rothschild, Mary Aickin
1979 "White Women Volunteers in the Freedom Summers: Their Life and Work in a Movement for Social Change." Feminist Studies 5, 3 (Fall): 466-495.

The author interviewed Northern white women who worked in Freedom Summers (1964-1965) two to eight years after their activities. The subjects elaborated on the institutional racism they faced and their perceptions of discriminatory barriers in the 1960s.

Salman, Marylynn
1982 "Women and Property in South Carolina: The Evidence from Marriage Settlements, 1730-1830." William and Mary Quarterly 39 (October): 655-685.

This article addresses common law as well as equity law concerning the rights of women to own and protect real and personal property in marriage during the period stated. The author compares and contrasts the effects of both systems. Her research demonstrates the loss of control and victimization imposed upon women under common law as opposed to the independence and maintenance of control fostered by the equity law. A review of marriage settlements and transactions from South Carolina (1730-1830) indicates that women of lower socioeconomic class and women marrying for the first time were less likely to avail themselves of the benefits provided for them under common law. The author suggests several possible reasons for this pattern, such as lack of experience, possible misplaced trust, and naivete. Women with children and those previously married were more likely to protect themselves.

Salmond, John A.
1988 Miss Lucy of the CIO: The Life and Times of Lucy Randolph Mason. Athens: University of Georgia Press.

Lucy Randolph Mason was the Southern public relations representative for the Congress of Industrial Organizations (CIO). This daughter of an Episcopal clergyman became an effective spokesperson for Southern labor in the early days of this century. Ms. Mason's

work began in the working-class districts of Richmond, Virginia, where she taught Sunday schools to local mill working girls. She witnessed the brutal effects of factory work upon their lives and she began her work for social justice. Convinced that she could not work alone, Ms. Mason volunteered in many Richmond reform groups, including the Union Labor League, Virginia Equal Suffrage League, and the YWCA. She traveled to New York to work with the National Consumers League. In 1937, Ms. Mason returned to the South for the CIO. During an era of hostility towards unions and union organizers, Ms. Mason worked to convince editors, politicians, civic officials, and citizens that the demands of Southern workers for industrial regulations, pay increases, and shorter hours were legitimate. She worked diligently and was able to influence the press. She retired in 1953 and was viewed as "the CIO's No. 1 Troubleshooter."

Simkins, Francis B. and James Welch Patton
1979 The Women of the Confederacy. St. Claire Shores, Michigan: Scholarly Press.

Originally published in 1936, this reprint attempts to evaluate the part played by Southern women in the initiation of the Civil War, their share in sustaining the Confederate armies and the war effort, and finally how they worked to keep economic life alive in a war-torn and blockaded region. Memoirs, private letters, diaries, reminscencies, manuscripts, and secondary sources are used to depict the courage, suffering and anguish of these women as they treated the sick and wounded, maintained the land and slaves, and dealt with the enemy invaders and the hardships of occupation. The book also examines how women adjusted to defeat and played a role in recovery.

Scott, Anne F.
1970 The Southern Lady: From Pedestal to Politics, 1830-1930. Chicago: University of Chicago Press.

Based on letters, diaries and other original materials, the author describes the life of women in Southern plantation society from the 1830s to the Civil War. Her account describes the breadth of responsibility, the amount of hard work, and the traumatic adjustment that many young women encountered once they married and became a plantation mistress.

Shifflett, Crandall A.

Patronage and Poverty in the Tobacco South: Louisa County, Virginia, 1860-1900. Knoxville: University of Tennessee Press.

Smith, Daniel Blake
1980 Inside the Great House: Planter Family Life in Eighteenth-Century Chesapeake Society. Ithaca, NY: Cornell University Press.

The author follows a planter elite from conception to internment. This portrait of family life examines practices of child birth and nursing, child rearing, courtship, social interaction, illness, health care, death and dying.

Spruill, Julia Chery
1972 Women's Life and Work in the Southern Colonies. New York: Norton.

This reprint of the book originally published in 1938 has an introduction by Ann Firor Scott. The author describes the daily life of women in the Southern colonies of the United States through the 17th and 18th centuries. It includes detailed descriptive information on domestic and family life, education and schooling, occupations, public life and legal status.

Steckel, Richard H
1980 "Antebellum Southern White Fertility: A Demographic and Economic Analysis." Journal of Economic History. 40 2: 331-350.

This article investigates the decline and regional differential in antebellum Southern white fertility using published census materials and the 1860 population schedules. The author conducts an analysis with a synthetic total fertility rate that has four components: age at first birth, age at last surviving birth, spacing between surviving children, and the proportion of women who eventually had surviving children. The socioeconomic analysis employs regressions and focuses on the causes of the underlying changes in the components. Family limitations appear to have been unimportant for this population. The distribution of wealth was probably an important factor shaping the time trend and regional differential in fertility.

Steckel, Richard H.
1980 "Slave Marriages and the Family." Journal of Family History. 5 4: 406-421.

This article analyzes vital records of slave marriages and concludes that "slave marriage and the family were viable institutions." Family reproduction patterns were related to marriage patterns. Slave women tended to bear their children to a constant partner.

Sterling, Dorothy
1984 "To Build a Free Society: Nineteenth-Century Black Women." Southern Exposure 12 (March/April): 25-30.

This article shows how the tenacious spirit of newly freed Black women helped an entire freed population survive. Through the experiences of 19th century Black women, it describes the struggle to reunite families, whites' attempts to indoctrinate Black men in the patriarchial system, the effect of racial and gender oppression on women's job opportunities, and the founding of Black schools with few resources.

Sterling, Dorothy
1984 We Are Your Sisters: Black Women in the Nineteenth Century. New York: Norton.

The editor uses letters, contemporary interviews, diaries, autobiographical writings, and organizational records to document the lives of Black women from 1800 to 1880. The materials provide details on the lives of Black women of different classes and situations. The participation of Black women in the anti-slavery movement, and their roles as teachers and doctors after the Civil War are documented.

Stowe, Steven M.
1987 Intimacy and Power in the Old South: Ritual in the Lives of Planters. Baltimore: Johns Hopkins University Press.

This history explores the connections between private life and public culture to chart the ways in which ritualized behavior was instrumental in the maintenance of Southern dominance. The planters of the antebellum South relied upon a deeply embedded sense of social ritual to transcend routine behavior at significant momemts of life. Ritual provided institutional

continuity within society and gave family life its unique character. The author examines three types of ritual central to the planter's life: the affair of honor, courtship and coming of age. All three embodied themes of authority, sexuality, and kinship. Focusing on these patterns of behavior as formal "maps" of culture, Stowe shows how such events as duels, cotillions, and the departure of a young person to school helped to shape class consciousness. The lives of three elite families (those of a planter and a jurist, a slave-owning Presbyterian minister, and a sea island planter and congressman) particularize the ways in which collective rituals were embraced or resisted and ultimately shaped into everyday experience. The author argues that planter culture was based far more on gender than racial consciousness, its hierarchial scheme was both celebrated and resisted by women and men. Stowe treats diaries and letters as both personal and social documents. This approach reflects the interplay that emerges as one of the culture's dominant characteristics. Rituals that gave meaning and a sense of belonging to individuals also gave the society coherence and control, but the boundaries of private and social life became difficult to draw. The resulting tension between expectations and their fulfillment, between power and intimacy, lies at the heart of planter culture in the Old South.

Thomas, Mary Martha
1987 Riveting and Rationing in Dixie: Alabama Women and the Second World War. Tuscaloosa, AL: University of Alabama Press.

The war dramatically effected the lives of women. This study looks closely at the implications for Black and White Southern women. Covering the diverse experiences of defense workers, volunteers and homemakers, this book examines the changes the war brought to women's lives. Thomas shows how women were recruited and trained in the defense industries and the conditions under which they worked. Employers had to make adjustments to accommodate female employees. Thomas also covers women in the Ground Observer Corps, the Citizen's Service Corps, and the Red Cross. In her work, Thomas considers the role of women at home and how they coped with homemaking during a time of rationing, housing shortages, lack of schools, and inadequate medical facilities.

White, Deborah Gray
1983 "Female Slaves: Sex Role and Status in the Antebellum Plantation South." Journal of Family History, 8, 3: 248-261.

Author argues that slave families were matrifocal. She demonstrates that work and social roles were sufficiently sex-stratified to permit the female slaves to operate independently of male slaves.

White, Deborah Gray
1984 "The Lives of Slave Women." Southern Exposure 12 (Nov/Dec): 32-39.

The author explores the day to day lives of slave women to look at Black female culture. She concludes that the self-reliance and self-sufficiency of slave women must be viewed in the context not only of what the individual slave woman did for herself, but what slave women as a group were able to do for each other.

White, Deborah Gray
1985 Ar'n't I A Woman? Female Slaves in the Plantation South. New York: W.W. Norton.

Instead of focusing on Black family life during slavery from the perspective used on white families, White uses the point of view of the slaves themselves. Thus, she finds a different pyschological structure than that found for White families. Because of the very nature of slavery, Black wives could not rely upon their husbands for protection. Therefore, they came to depend upon their own strengths and ingenuity. White depicts matrifocal Black families that do not have rigid gender roles and where the contributions of both males and females are valued.

Wiener, Jonathan M.
1977 "Female Planters and Planters' Wives in Civil War and Reconstruction Alabama, 1850-1870." Atlanta Review, 30 (April): 135-149.

Winegarten, Ruthe
1986 Texas Women, A Pictorial History: From Indians to Astronauts. Austin, TX: Eakin Press.

This is a multi-ethnic approach to the history of women in Texas. It is a product of the Texas Women's History Project. The history begins with racial ethnic women; Native Americans, Latinos, Afro-Americans and also covers contributions of Anglo women. The book covers the early pioneers, the Civil War period, World War I and World War

II and recent history. Special attention is given to women's and men's work, education, community and political activities.

PERSONAL NARRATIVES

Abbott, Shirley
1983 Womenfolk: Growing Up Down South. New Haven: Ticknor and Fields.

This book is part autobiography, part history and part analysis. The author's own family of poor and working class Southerners in rural Arkansas is the point of departure for this book which examines a number of regional themes. These themes include a discussion of the Scotch-Irish and their settlement of the Southern backwoods, the attraction of charismatic religious practices, the extent of racial segregation, and the everpresent notions of the Southern Belle as a model of womanhood.

Albertson, Chris
1972 Bessie. New York: Stein and Day.

A biography of the professional and private life of blues singer, Bessie Smith. The author draws upon interviews with personal friends who knew the singer from birth until her tragic death in Chattanooga, Tennessee and upon periodicals which covered her activities from 1915 til 1937.

Alexander, Maxine editor
1984 Speaking for Ourselves: Women of the South. New York: Pantheon Press.

This volume includes articles which were initially published in a 1977 issue of Southern Exposure titled "Generations." It contains both fiction and non-fiction pieces which capture many aspects of Southern women's lives. It places Southern women's experiences within a tradition that managed to survive despite the lack of support and frequent opposition. Essays and fiction

depict the lives of Southern women at home and at work.

Angelou, Maya
1970 I Know Why the Caged Bird Sings. New York: Random House.

An autobiographical account of the author's childhood and youth in the segregated rural community of Stamps, Arkansas during the 1930s and 1940s. Told from the point of view of Maya, a young Black girl, it vividly describes her victories and frustrations in her family, community and personal life.

Barnard, Hollinger F., editor
1985 Outside the Magic Circle: The Autobiography of Virgina Foster Durr. University, AL: University of Alabama Press.

With the aid of an editor, Durr describes her traditional Birmingham childhood in the 1920s; her political activism in Washington during the New Deal; and her civil rights activities in the 1950s and 1960s in Birmingham. The book is candid and has much humor.

Browne, Martha Griffith
1969 Autobiography of a Female Slave: New York: Negro Universities Press.

This is a slave narrative of a freed Black woman, which was originally published in 1857. The author relates her early childhood in Kentucky, which was fairly happy, because she was a well-favored child, who was loved by her own family and her master's family. This world disintegrated when her master died, and she was sold away from her family. Her existence suddenly became harsh and humiliating at the hands of her new owner. Eventually, she was liberated and moved to Massachusetts, where she became a teacher and taught Black children. The narration is rather stylized, but insightful in its presentation of the drudgery and fear of daily life under slavery.

Bush, Robert
1983 Grace King: A Southern Destiny. Baton Rogue, La.: Louisiana State University Press.

Biography of literary figure who lived from 1885 to 1932,

and who influenced other Southern intellectual women and Southern culture as a whole.

Byerly, Victoria
1986 Hard Times Cotton Mill Girls: Personal Histories of Womanhood and Poverty in the South. Ithaca, NY: ILR Press.

The author, from a family of mill workers, escaped her mill town secured higher education, but returned to her original home in North Carolina to take oral histories of women in the region. The book is a result of her efforts. The book has reflections on the lives of twenty women, both Black and White women of various ages. Their families came off the farms to work in the cotton mills. These women speak in rich detail family life, work and race relations in the shadow of the mills. Some can remember the early years of the century. All share stories of the burdens of large families, long shifts and low wages. But they also speak of high spirits and good times, of camaraderie and faith. These narratives provide an resource for scholars of labor history, sociology and women's studies. The author has a unique insider view of mill town life for women. She includes the story of her own mother, and the tales of women working for social change, including Crystal Lee Sutton, whose life was fictionalized in the film Norma Rae.

Caraway, Hattie W. and Diane D. Kincaid
1979 "Silent Hattie Speaks: The Personal Journal of Senator Hattie Caraway. Westport, Conn.: Greenwood Press.

During her thirteen years as a senator, Hattie Caraway maintained this journal with annotations regarding her colleagues, politics and policies. In January, 1932, representing Arkansas, Ms. Caraway was the first woman elected to the U.S. Senate. Although she was not outspoken, she was considered witty, shrewd and determined. What was most impressive about her was that she ran for office, won the election, served her state and functioned within the political realm.

Cooper, Anna Julia
1984 A Voice From the South. Third Edition, Westport, CT: Greenwood Press.

This is a current reprint of a 19th century document, which was originally published in 1892.

Exley, JoElla Powell, editor.
1985 Texas Tears and Texas Sunshine: Voices of Frontier Women. University Station, TX: Texas A & M Press.

Sixteen stories of women who were part of Texas history. Their tales cover various aspects of the late 19th and early 20th centuries. Women's experiences fighting Native Americans or honeymooning on a trail drive are included along with descriptions of plantation life from the viewpoint of both the slave and the slaveowner.

Fields, Mamie Garvin with Karen Fields
1985 Lemon Swamp and Other Places: A Carolina Memoir. New York: The Free Press.

This an oral history by Mamie Garvin Fields, an educated Black women who was born, bred, and continues to live in Charleston, South Carolina. The book does not claim to be objective, but is a personal account of life and work in South Carolina from 1888 to the present. Fields gives insights into the history of Charleston, as it appeared to a Black child coming of age in the 1890s. She describes the customs and lifestyles of her family and friends as they survived in segregated South. Fields discusses everything she encountered in life: marriages, funerals, fashions, foods, houses and hospitality. She gives emotional accounts of Jim Crow laws and the beginnings of the struggle for Civil Rights. Fields worked as a teacher in a one-room school house in South Carolina. She also was employed in the North, where she worked side by sid with Polish and Italian immigrant women in a Boston sweatshop. She provides details on life in the slum sections along Charleston's Cooper River and on her grandfather's farm near Lemon Swamp.

Gaston, Paul
1984 Women of Fair Hope. Athens, Georgia: University of Georgia Press.

This book explores the lives of three women who were involved with establishing an utopian community near Mobile Bay.

Hagood, Margaret J.
1977 Mothers of the South: Portraiture of the White Tenant Farm Woman. Westport, CT: Greenwood Press.

This is a reprint of a 1930 classic. Margaret Hagood studied white tenant farm women by visiting 254 farm homes in North Carolina, Georgia and Alabama. She presents case material and a short summary of quantitative data collected in the late 1920s and early 1930s.

Harding, Lee
1984 A Strategy for Living: Selected Autobiographical Writings by Nineteenth-Century Mississippi Women, with Representative Transcriptions and Checklist of Sources. Hattiesburg, MS: University of Southern Mississippi.

Harris, Alex, editor.
1987 A World Unsuspected: Portraits of Southern Childhood. Chapel Hill: University of North Carolina Press.

Photographs provide the catalyst for memory for several Southern writers to tell the story of childhood. The photographs are included in the volume. The book includes the stories of women and men, and Blacks as well as White writers.

Hurston, Zora Neale
1985 Dust Tracks on a Road: An Autobiography. Champaign: University of Illinois Press.

This is a new edition of the 1942 classic work by Hurston. It contains an introduction by Robert E. Hemenway and several chapters which were omitted in the earlier edition. Hurston who grew up in a small Black community in Florida, and was trained as an anthropologist. This training and her own sensibilities were key to both her literary and scholarly writings. In this book she uses two voices to celebrate both the psychological fragmentation of modernity and the Black American.

Johnson, Guion Griffis
1980 "My Exploration of the Southern Experience." North Carolina Historical Review 57 2: 192-207.

The author recounts her transition from a Texas journalism teacher to a social historian of the South. She details sexism in her graduate program, but she completed a doctorate in history and contrituted much to the social history of North Carolina. Along with her

sociologist husband, Guy Johnson, she wrote much about social conditions in the region and contributed to Myrdal's An American Dilemma.

Jones, Anne Goodwyn
1981 Tomorrow Is Another Day: The Woman Writer in the South, 1859-1936. Baton Rouge: Louisiana State University Press.

This book is about seven white Southern women who, before the Southern Literary Renaissance, tried to come to terms with their experiences by writing fiction and succeeded-at least in the practical sense of surviving to another day as professional writers. The writers studied are Augusta Evans, Grace King, Kate Chopin, Mary Johnston, Ellen Glasglow, Frances Newman, and Margaret Mitchell.

Kahn, Kathy
1973 Hillbilly Women. Garden City, NY: Doubleday.

In this book of personal narrative, hillbilly women of the Southern Appalacian Mountains discuss the hardships and involvements of their lives. Many are actively in movements to save both the people and the mountains from exploitation and destruction. A number of women have been union organizers and others have marched on Washington for their cause. All are poor, white women, the descendants of the original Anglo-Saxon settlers of the area. These women openly discuss their resistance to an unfair class system; their identity which has been ridiculed by the dominant culture; and their pride in their culture and heritage. The author met most of these women through her own involvement in organizing working class people in the coal and textile industries. The book also contains an appendix of grassroots organizations and publications on Southern Applachia.

King, Florence
1985 Confessions of a Failed Southern Lady. New York: Bantan Books.

Florence King's autobiographical statement is a refreshing and irreverent look at growing up in Washington, DC under the diverse influences of a grandmother determined to produce a perfect Southern lady, a mother with an X rated vocabulary whose life revolves around baseball, and a British musician for a

father who is bent on developing a healthy sense of cynicism in his daughter. Ms. King covers her childhood, schooling, graduate education at the University of Mississippi, and the development of her skills as a writer. The book contains an absolute goldmine of family anecdotes, chronicles, and adventures that are sure to educate as well as entertain with her charismatic style.

Lee, Agnes and Mary Curtis Lee de Butts
1984 "Growing Up in the 1850's: The Journal of Agnes Lee. Chapel Hill, NC: University of North Carolina.

Leib, Sandra R.
1981 Mother of the Blues: A Study of Ma Rainey. Amberst: University of Massachusetts Press.

Lewis, Helen. M; et. al., editors
1986 Picking Up the Pieces: Women In and Out of Work in The Rural South. New Market, TN: Highlander Research and Education Center. (Available from Highlander Research and Education Center, Route 3, Box 370, New Market, TN 37820).

Lewis, Selma S. and Marjean G. Kremer
1986 The Angel of Beale Street: A Biography of Julia Ann Hooks. Memphis: St. Luke's Press.

A study into the history of Memphis' Black population introduced the authors to the life story of Julia Ann Hooks, whose impact on the social changes and cultural advances in the mid-South of the late 19th and early 20th centuries, led them to write this fictionalized biography of Ms. Hooks. Because little written history was available, much was gleaned from oral interviews and public records, such as newspapers and journal articles. Ms. Hooks was initially a slave, but later became an educator, a musician, and grandmother to Dr. Benjamin Hooks, the executive director of the NAACP. This book illustrates her contributions as an observer and chronicler of life before and after the Civil War.

Loveland, Anne C.
1986 Lillian Smith: A Southerner Confronting the South. Baton Rouge: Louisiana State University Press.

Mayfield, Chris
1981 Growing Up Southern. New York: Pantheon.

This is a collection of articles which initially appeared in Southern Exposure. They describe both historical and contemporary visions of childhood in the South. Particular attention is given to child care in the region. These essays provide details on both Blacks and Whites and insights into how Southerners have coped with the Civil Rights movement.

McKern, Sharon S.
1979 Redneck Mothers, Good Ol'Girls, and Other Southern Belles: A Celebration of the Women of Dixie. New York: Viking Press.

The author spent a year traveling and re-exploring the South (which she defines as the original eleven states of the Confederacy) of her birth. She talked with old friends and new ones and allows them to speak for themselves in this volume. The author uses the voices of Southerns to discover what differentiates Southern women from women in other regions of this nation; what they consider to be Southern experiences; and how these Southern women see themselves. She talked with Black and White women, and both well-known and less-well known individuals. In their opinions and stories, she finds a common determination to maintain what is good about the "Old South" while seeking what is worthwhile in the "New South."

Moody, Anne
1968 Coming of Age in Mississippi. New York: Dell.

This is an autobiographical account of the author's childhood and youth in rural, Southeastern Mississippi in the late 1940s through the 1960s. Born to a poor family of Black sharecroppers, the author describes her childhood and schooling in and around the town of Centerville. The second half of the book focuses upon her work and involvement in voter registration and other Civil Rights activities in her home state.

Murray, Pauli
1968 Proud Shoes: The Story of an American Family. New York: Harper and Row.

First published in 1956, this family memoir was originally intended as a biography of the author's grandparents for the younger generation of relatives. What developed was a four generation historical account

of slavery, free Black families, racial conflict and racial intermarriage along with lovingly written descriptions of several remarkably brave and independent women, skilled business persons, successful farmers and property owners and proud military men. The author researched her past in public archieves, legal documents, daily ledgers of the War Department during the Civil War, church and school records, and also oral histories from older relatives and friends.

Prenshaw, Peggy Whitman, editor
1984 Conversations with Eudora Welty. University Press of Mississippi.

Prenshaw, Peggy Whitman; editor
1984 Women Writers of the Contemporary South. Jackson, MS: University Press of Mississippi.

This collection of essays on Southern fiction writers with works published after 1945, addresses the concerns of writers of the modern South. Typically the characters of these writers are more urban than rural; and more mobile and transient than tied to the Southern agarian past. The essays discuss the authors' interpretations of the time-honored Southern roles of women as they apply to changing patterns of womanhood for the Southern heroine of today. The authors discussed include Lisa Alther, Gail Godwin, Rita Mae Brown, Alice Walker, Anne Tyler, Beverly Lowry, and Berry Morgan.

Robinson, Jo Ann

1987 The Montgomery Bus Boycott and the Women Who Started It: The Memoir of Jo Ann Gibson Robinson, Edited and with a Foreward, by David J. Garrow. Knoxville, TN: University of Tennessee Press.

This autobiographic account of the woman who was active in the creation of bus boycott reveals the grassroots work of many women in the Civil Rights movement. Ms. Robinson was the leader of the Women's Political Council, where she was involved along with other women in local struggles. When Rosa Parks was arrested, this group called for a boycott, printed and distributed leaflets around the city. The group also was critical in the formation of the Montgomery Improvement Association, but only one of their members was selected for the executive committee. The memoir clearly demonstrates that the

boycott campaign was an organic outsgrowth of a on-going struggle for freedom.

Schwartz, Gerald editor
1985 A Woman Doctor's Civil War: Esther Hill Hawks' Diary. Charleston: University of South Carolina Press.

Esther Hill Hawks was one of the first women doctors and an ardent abolitionist. In her diary, she records her unique experiences with Union combat and occupation troops in South Carolina and Florida during the Civil War and Reconstruction.

Segrest, Mah
1985 My Mother's Dead Squirrel: Lesbian Essay on Southern Culture. Ithaca, NY: Firebrand Books.

Numerous essays make up this collection with topics ranging from literary criticism and autobiography to journalism. Ms. Segrest writes about her Southern childhood during desegregation; her growing love for women and her experiences as a lesbian in the South; about racism and feminism; about her early obsession with the written word; and about her friend, the late Barbara Deming. In short, she writes about her own life and culture, but she writes for everyone who is concerned with women's history, literary history, gay history, Southern history and the events of present-day America.

Simonsen, Thordis editor
1986 You May Plow Here: The Narrative of Sara Brooks. New York: W.W. Norton and Company.

This oral history details the life of a Black woman who was born in the rural South in 1911. Her father was an independent farmer, but the family's existence was marginal. Sara Brooks provides details on the importance of family and social support networks that persisted for decades and across geographic boundaries. Sara presents the nature of farmwork and life during the seasons as her father planted, cultivated, and harvested a crop each year with the aid of his family. As a teenager, Sara marries and moves in with her husband's family in the same rural community. When marital problems makes remaining in this community difficult, Sara moves to Mobile where she is employed as a domestic and in other low wage jobs. Later she migrates to the North, where again her stable employment options are limited to

domestic service and dead-end jobs. The story provides details on the plight of a single parent working to gain economic security, purchase a home and reunite her family of five children.

Southerland, Dannia
1982 "The Logical Conclusion," Southern Exposure 10 :32-35.

The author tells of her transition from a Southern school girl to an anti-war activist. She theorizes that violence against women and the violence of the war and other social problems are connected to the male need for power, domination, and greed. With this is mind, she became active in the War Resisters League (WRL), an organization designed to challenge the male-supremist militarism with feminist non-violence. Later in 1980, Ms. Southerland became involved with the Women's Pentagon Action (WPA) a group organized to hold demonstrations at the Pentagon protesting the military use of force and violence to obtain power. In 1982, the WPA-South focused their activities on challenging racial barriers in the lives of women of color.

Spritzer, Lorraine Nelson
1982 The Belle of Ashby Street: Helen Douglas Mankin and Georgia Politics. Athens, GA: University of Georgia Press.

Raised in the South, Helen Douglas Mankin (1984-1956) became a powerful politician. She began to practice law in 1921. Active in local politics, Ms. Mankin was elected to Congress from the 5th District of Georgia in 1946. She was a consistent fighter against political, economic and racial inequality. She was one of the few politicians from the Deep South who recognize that solutions to pressing social problems rest in a political approach. Mankin was always willing to risk her political career to campaign for equal rights for all people.

Stegeman, John F. and Janet A. Stegeman
1985 Caty: A Biography of Catherine Littlefield Greene. Athens, GA: University of Georgia Press.

Biography of the wife of a Revolutionary War general who was a friend of George and Martha Washington, a business partner of Eli Whitney, and mistress of two Georgia plantations. Caty was very much involved in the politics

of the time, as her husband encouraged her to join in the political discussion usually reserved for men. This volume also covers the challenges Caty faced as she attempted to maintain normal family life during the Revolutionary War. While her husband was fighting, Caty assumed the financial responsibilities for maintaining the plantation. Caty was an unusual gentry woman, because her actions were not limited to the domestic sphere.

Thrasher, Sue and Eliot Wigginton
1984 "You Can't Be Neutral: An Interview with Anne Braden." Southern Exposure 12 (Nov/Dec): 79-85.

This article is an excerpt from an recent interview with Anne Braden. It chronicles her Alabama childhood in the 1930s, her college years in Virginia, where she graduated in 1945; and her growing social consciousness as a young reporter with the Birmingham Star (in Alabama) in 1946. Braden was assigned to cover the courthouse in Birmingham, and became very aware of voter registration drives among Blacks and their struggle for equality across the South. Braden became an active worker to social justice.

Walters-Bugbee, Chris
1977 "And None of Them Were Left-Handed: Midwife from Plains." Southern Exposure 5,1: 4-12.

This is an interview with Gussie Jackson, a Black midwife from Plains, Georgia. She describes the lives of Black midwives, who delivered babies upon referral by doctors. Midwives were taught to observe birth as a natural process and let birthings proceed at a natural pace. Medical benefits under welfare and increased urbanization have caused midwifery to decline and be replaced by hospital deliveries of babies.

Wells, Ida B. (Barnett),
1970 Crusade for Justice: The Autobiography of Ida B. Wells. Chicago: University of Chicago Press.

Autobiography of this woman activist edited by her daughter, Alfreda Duster, tells of her birth as a slave in 1862 in Holly Springs, Mississippi and her accomplishments. Ms. Wells was a teacher and then a newspaper editor in Memphis. She was outspoken feminist, reformer and civil rights activist. Well known for her

campaign against lynching. She was a major community leader up until her death in 1931 in Chicago.

Williams, Ben Ames. editor
1980 A Diary from Dixie. Cambridge: Harvard University Press.

This is an edition of Mary Boykin Chestnut diary of the confederacy. She was born in 1823 and died in 1886. Her diary is critical to understanding the perspective of an abolitionist who was committed to notions of Black inferiority.

Wilson, Emily H.
1973 Hope and Dignity: Older Black Women of the South. Philadelphia: Temple University Press.

Portraits of 27 older Black women based on indepth interviews in North Carolina. This book provides insights into the unsung herionism of Black women in a variety of roles: mothers, midwives, church members, singers, artists, editors, teachers, business and community leaders. These contemporary interviews with women as old as 104 provide details on how Black females survived in a segregated South. The women relate their work activities, but also communicate the role of family and community in their lives.

Winegarten, Ruth, ed.
1983 I Am Annie Mae: The Personal Story of a Black Texas Woman. Austin: Rosegarden Press. (Available from Rosegarden Press, P.O. Box 49084, Austin, TX 78765).

An oral history of Annie Mae Hunt, a Black woman who worked as a laborer and domestic worker, mothered six children, and experienced many horrors of racial oppression. At the same time, Mrs. Hunt's story is one of hope and dignity. After 30 years of domestic service, she began to sell cosmetics, bought her own home, and became active in the Dallas County Democratic Women's Club and the Texas Black Caucus.

Wood, Sally
1984 The Southern Mandarins: Letters of Caroline Gordon to Sally Wood. Baton Rouge: Louisiana State University Press.

Woodward, C. Vann; editor
1981 Mary Chestnut's Civil War. Binghamton, NY: Vail-Ballou Press.

The editor has made use of Chestnut's Civil War journal, portions of which were originally published under the title, A Diary from Dixie, and surviving parts of four manuscript versions to provide a full edition of that journal, which dates from February 18, 1861 to July 26, 1885. People and events of that time are endowed with reality and life in this first-hand telling of the chaos and complexity of a society at war. Brief biographical information is provided on the paradoxical life of Mary Chestnut, who was born in South Carolina in 1823 and died in 1886. She considered herself an abolitionist, but never challenged the orthodox assumption about the inferiority of enslaved people. She was moved by the mistreatment, injustice and oppression of slaves, but felt most strongly about what slavery did to the wives and families of masters; that is, made them slaves thusly, subject to the same absolute authority of a patriarchal system.

CONTEMPORARY SOCIAL CONDITIONS AND INDICATORS

Conway, Mimi
1979 Rise, Gonna Rise: A Portrait of Southern Textile Workers. Garden City, NJ: Anchor/Doubleday Press

The author, an investigative reporter, presents a contemporary picture of life for Southern textile industry workers. The book provides first hand accounts of the people who work in mills in Ware Shoals, South Carolina and Roanoke Rapids, North Carolina. They discuss racial discrimination occupational health hazards, and life in such mill communities for employees and their family members.

Dougherty, Molly C.
1978 Becoming a Woman in Rural Black Culture. New York: Holt, Rinehart and Winston.

The author, an anthropoligist and maternity nurse,

conducted research in a rural Black community in north central Florida. She studied the community for over a year to examine the processes by which Black girls become women. She examined how they experience "adult bonding, sexual relationships and motherhood." She investigated the social aspects of how girls learn feminine roles, especially with regard to pregnancy and childbearing. Doughterty found many departures from traditionally White female behavior in this area and also in other aspects of life in this rural community.

Falk, William W. and Nancy J. Salter
1978 "The Stability of Status Orientation Among Young, White, Rural Women from Three Southern States." Journal of Vocational Behavior, 12, 1 (February): 20-32.

A panel study of young, White rural females which explores the impact of social class of origin on educational and occupational orientations. The majority of the subjects held traditionally female occupations. The authors also examine intervening variables of early aspirations and expectations.

French, Laurence
1977 "An Assessment of the Black Female Prisoner in the South." Signs, 3, no. 2 (Winter): 483-488.

Black women in the North Carolina criminal justice system were spared the lenient treatment shown White women, therefore they are over represented in the North Carolina correctional system. Many of the Black women are institutionalized for victimless crimes, especially drug use.

Frontiers
1987 Special Issue: Women in the American South. Frontiers: A Journal of Women Studies 9, No. 3.

This special issue covers many areas of the lives of Southern women. It includes interviews, poems, as well as articles on the historical and contemporary experiences of Southern women. This volume includes a piece on Black women domestics and their White employers, militance in Appalachia, Southern nurses, and an oral history of a mill worker.

Johnson, N.E.

1984 "Southern Traditionalism and Sex-Role Ideology: A Research Note." Sex Roles, 10: 10-17.

The existence of a Southern regional subculture which includes sex-role traditionalism is often suggested in sociological literature. The research presented here was undertaken to test the validity of this assumption. The study employed the 1975 National Fertility Study data, using a sample of 3,403 married women, who were asked eight sex-role questions. All of the women in the sample were white. Although the study showed that married, Southern white women had slightly more traditional sex-role attitudes than non-Southern women, the differences were not considered significant. Further, the differences were found to be related to compositional characteristics (e.g., higher education and labor force participation) rather than a regional variable.

Jones-Jackson, Patricia
1987 When Roots Die: Endangered Traditions in the Sea Islands. Athens: University of Georgia Press.

This book examines the traditions of Black people on the islands off the coasts of Georgia and South Carolina. This journey explores traditions, beliefs and stories that are rooted in Africa.

Lippin, Tobi (Special Issue Editior)
1981 Working Women. Southern Exposure 9, 4 (Winter): (Available from Institute for Southern Studies, P.O. Box 531, Durham, NC 27702).

This entire issue of Southern Exposure explores the lives of Southern working women in a variety of settings. This volume includes recent statistics and data to elaborate how the average Southern working woman has two full-time jobs: one in the labor market and the other at home. The data reveal how working women in the South are not appropriately rewarded for either job. This issue has information on organizing efforts among Southern women and also is a resource guide for working women.

Lyson, Thomas A.
1985 "Race Structures of Southern Employers." Social Science Quarterly, 66, No. 2 (June): 281-295.

Neville, Gwen Kennedy

1987 Kinship and Pilgrimage: Rituals and Reunion in American Protestant Culture. New York: Oxford University Press.

This book addresses the transmission of values in the Protestant South. The twin concepts of kinship and pilgrimage have deep roots in Protestant culture. This cultural anthropological study, based in part on the author's fieldwork, argues that in Reformed Protestantism the Catholic custom of making pilgrimages to sacred spots has been replaced by the custom of "reunion." Scattered members of a family or group return each year to their place of origin to take part in a quasi-sacred ritual meal and other ritual activities. According to the author, Protestant rituals of reunions such as family reunion, church homecoming, cemetery association day, camp meeting, and denomination conference center are part of an institutionalized pilgrimage complex that comments on Protestant culture and belief while presenting a symbolic inversion of the pilgrimage and the culture of the Roman Catholic tradition.

Nichols, Patricia C.
1978 "Black Women in the Rural South: Conservative and Innovative." International Journal of Sociology of Language 17: 45-54.

An examination of language used by mainland island groups in Georgetown. The author finds that Black women on the island are moving towards standard-prestige forms of language faster than Black men. The differences are related to the occupational options for Black males and females. Almost half of the jobs for Black women are white-collar and require the use of standard language, while the majority of Black males are employed in blue-collar occupations, which require few language related tasks.

Sacks, Karen Brodkin
1984 "Computers, Ward Secretaries, and a Walkout in a Southern Hospital." in Karen Brodkin Sacks and Dorothy Remy, editors, My Troubles Are Going to Have Trouble With Me: Everyday Trials and Triumphs of Working Women. New Brunswick, NJ: Rutgers University Press.

The author discusses the collective action by low-paid ward secretaries for equal pay for work of comparable worth in a Southern hospital that resulted in a walkout in 1974. The author uses the structure of the hospital and this incident to discuss how and by whom jobs are

defined and the relationship of job definitions to pay and working conditions. Sacks identifies the ways the jobs performed by Black and minority women are devalued and what was done to upgrade all aspects of the position. Ward secretaries, a predominantly Black group, actively combatted the systematic underevaluation of their jobs by hospital adminstrators. The author makes note of the formal and informal training and the social networks of the ward secretaries and their importance in sustaining collective action.

Sacks, Karen Brodkin
1988 Caring by the Hour: Women, Work and Organizing at Duke Medical Center. Champaign, IL: University of Illinois Press.

This is a detailed account of the hospital industry's non-professional support staff, which includes their roles in day-to-day health care delivery, and why they fought to unionized in the 1970s. Sacks' work is a comparative study of Duke Medical Center's treatment of both Black and White female workers. This case study of the relationships between work life and unionization in Duke Medical Center highlights women's activism in general and Black women's leadership in particular. The author links patterns of racial segregation in clerical jobs to the relationships between race, working conditions, and unequal opportunties for Black and White women to their differing work cultures and patterns of public militance. Recent changes in service, clerical and professional work have had differing effects on Black and White women, thus the author places the events at Duke Medical Center in the context of national changes in health funding and policies. Grasping the position of workers in this changing industry, enables readers to understand better our ideas about gender, race, class, and structural change in the late 20th century.

Sawyers, Linda
1984 "Against Domestic Violence, Southern Exposure, 12, (February): 86-90.

This article discusses how people from Virginia, mostly women, are trying to help victims of domestic violence. It briefly discusses why domestic violence occurs and why women remain in such relationships. This articles details how the conservative state of Virginia enacted a law in 1982 to address the problem. The state increased the marriage license fees and the additional revenues are used to support women's shelters and help the victims of

domestic violence.

Southeast Women's Employment Coalition
1986 Women of the Rural South: Economic Status and Prospects. Lexington, KY: Southeast Women's Employment Coalition. (Available from the Coalition. 382 Longview Drive, Lexington, KY 40503).

This report, written by Barbara E. Smith, examines the contemporary economic activities, circumstances, and problems of rural women in three southern states: North and South Carolina, and West Virginia. Coalition staff employed a technique of participatory research, whereby politically committed activists were involved in identifying and analyzing gender and racially based social inequalities in employment patterns among rural women. The report identifies the key sectors of employment for working class Black and White women in the three states. It addresses both the historical backgrounds of women's employment in coal mining, textile manufactering, and sharecroppings and the contemporary trends in women's employment. The economic exploitation of working class people has aided the South in maintaining the lowest wages in the nation. This results in high rates of Southern poverty, particularly in female headed households. A great deal of emphasis is placed on the decreasing economic opportunities for women at a time when most Southern women are facing increasing responsibilities for themselves and children. Strategies to enhance employment options for women are discussed including: comparable worth, contract compliance, collective bargaining, income generation, tourist, information, advocacy, and the expansion of social problems services. The study provides details of the specific economies of the three states, focusing not only on the problems but offering methods to achieve equality and economic opportunities for rural women.

Stringer, Patricia A. and Irene Thompson; editors.
1982 Stepping Off the Pedestal: Academic Women in the South. New York: Modern Language Association of America.

This is a collection of essays, poems and traditional scholarly articles by and about academic women in the South. It is an attempt to debunk the myths of the Southern Lady by demonstrating that many Southern academic women, both Black and White, are prepared to work for change that allows more creativity, freedom and self-fulfillment in their scholastic pursuits. The topics covered include: Black female academics, Women's

Studies, racial myths and academic women's currently low, but optimistic status.

PERIODICALS AND OTHER RESOURCES

Conklin, Nancy F., Brenda McCallum and Marcie Wade
1983 The Culture of Southern Black Women: Approaches and Materials. University, AL (Curriculm Resource available from Women's Studies Program, P.O. Box 1391, University of Alabama, University, AL 35486).

Farr, Sidney Saylor
1981 Appalachian Women: An Annotated Bibliography. Lexington: University of Kentucky Press.

Sage: A Scholarly Journal on Black Women
A journal published twice a year. Sage P.O. Box 42741, Atlanta, GA 30311-0741.

Sims, Janet L.
1980 The Progress of Afro-American Women: A Selected Bibliography and Resource Guide. Westport, CT: Greenwood Press.

Southern Exposure
A periodical published by the Institute for Southern Studies which explores aspects of southern life. Available from Southern Exposure, P.O. Box 531, Durham, NC 27702.

Southern Feminist
A new bi-monthly publication developed to provide a communications network for women's rights organizations and activists in twelve Southern states. Available from Southern Feminist, P.O. Box 1846, Athens, GA 30603.

Winegarten, Ruth
1980 Texas Women's History Project Bibliography. Texas Foundation for Women's Resources.

Young, Glennell S. and Janet Sims-Wood, eds.
1984 The Psychology and Mental Health of Afro-American Women: A Selected Bibliography. Temple Hills, MD: Afro-Resources Inc. (Available from Afro-Resources, Inc. P.O. Box 192, Temple Hills, MD 20748).

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of

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on

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INTRODUCTION

In 1983, staff at the Center for Research on Women at Memphis State University developed a bibliography for the first Summer Institute on Teaching, Researching and Writing about Women of Color. Over the years, the bibliography has been expanded and is updated annually. In order to grasp the intricacies of gender, race, and class in the lives of women of color, one must understand the political economic circumstances of women and of people of color. Thus, our bibliography contains citations to general works on Afro-Americans, Asian Americans, Latinos, and Native Americans as well as citations to feminist research. We have made an effort to include recent works which are widely accessible and have included many addresses to help readers locate materials.

If you have additional bibliographic needs, the Center publishes a partially annotated Bibliography on Southern Women. In addition to our bibliographies, the Center operates a Research Clearinghouse of bibliographic citations on Women of Color and Southern Women. This on-line information retreival service provides access to social science and historical work on these populations. The data base can be searched by keyword descriptors, authors, region, or type of document (book, journal article, etc.). For information about a search, please contact the Research Clearinghouse, Center for Research on Women, Memphis State University.

SELECTED READINGS ON PEOPLE OF COLOR IN THE UNITED STATES

Baca Zinn, Maxine
1987 "Minority Families in Crisis: The Public Discussion." Research Paper, Center for Research on Women, Memphis State University.

Bonacich, Edna
1980 "Class Approaches to Ethnicity and Race." The Insurgent Sociologist 10 (Fall): 9-23.

Browning, Rufus P., Dale Rodgers Marshall, and David Tabb
1984 Protest is Not Enough: The Struggle of Blacks and Hispanics for Equality in Urban Politics. Berkeley: University of California Press.

Caulfield, Mina Davis
1974 "Imperialism, the Family, and Cultures of Resistance." Socialist Revolution 20 (October): 67-85.

Collins, Sheila D.
1987 From Melting Pot to Rainbow Coalition: The Future of Race and Ethnicity in American Politics. New York: Monthly Review Press.

Daniel, Cletus
1982 Bitter Harvest: A History of California Farmworkers, 1870- 1941. Berkeley: University of California Press.

Farley, Reynolds and Walter Allen
1987 The Color Line and the Quality of Life in America. New York: Russell Sage Foundation.

Katznelson, Ira and Margaret Weir
1988 Schooling for All: Class, Race and the Decline of the Democratic Ideal. Berkeley: University of California Press. (Available in May).

Montejano, David
1987 Anglos and Mexicans in the Making of Texas, 1836-1986. Austin: University of Texas Press.

Moore, Kristin A., Margaret C. Sims, and Charles Betsey, editors.
1986 Choice and Circumstance: Race Differences in Adolescent Sexuality and Fertility. New Brunswick, NJ: Transaction Books.

Powell, G. J., J. Yamamoto, A. Romero, and A Moreles, editors.
1983 The Psycho-Social Development of Minority Group Children. New York: Brunner/Mazel.

Omi, Michael and Howard Winant
1983 "By The Rivers of Babylon: Race in the United States" Socialist Review. Part I No. 71 (Sept-Oct): 31-66; Part II No. 72 (Nov-Dec):35-68.

Omi, Michael and Howard Winant
1986 Racial Formation in the United States: From the 1960s to the 1980s. New York: Routledge and Kagan Paul.

Smith, J. Owens
1987 Politics of Racial Inequality: A Systematic Comparative Analysis from the Colonial Period to 1970. Westport, CT: Greenwood Press.

Takaki, Ronald T.
1979 Iron Cages: Race and Culture in Nineteenth Century America. Seattle: University of Washington Press.

Takaki, Ronald T., editor.
1987 From Different Shores: Perspectives on Race and Ethnicity in America. New York: Oxford University Press.

Thomas, Robert J.
1985 Citizen, Gender and Work: The Social Organization of Industrial Agriculture. Berkeley: University of California Press.

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1987 "Denying Difference: The Continuing Basis for Exclusion of Race and Gender in the Curriculum." Research Clearinghouse and Curriculum Integration Project Paper, Center for Research on Women, Memphis State University.

Andolsen, Barbara Hilkert
1986 Daughters of Jefferson, Daughters of Bootblacks: Racism and American Feminism. Macon, GA: Mercer University Press.

Anthias, Floya and Nira Yuval-Davis
1983 "Contextualizing Feminism-Gender, Ethnic and Class Divisions." Feminist Review 15:62-75.

Aptheker, Bettina
1982 Woman's Legacy, Essays on Race, Sex and Class in American History. Amherst: University of Massachusetts Press.

Baca Zinn, Maxine; Lynn Weber Cannon, Elizabeth Higginbotham, and Bonnie Thornton Dill.
1986 "The Costs of Exclusionary Practices in Women's Studies." SIGNS, 11, No. 2 (Winter): 290-303.

Blackwelder, Julia Kirk
1984 Women of the Depression: Caste and Culture in San Antonio, 1929-1939. College Station: Texas A & M University Press.

Cannon, Lynn Weber, Elizabeth Higginbotham and Marianne Leung.
1987 "Race and Class Bias in Research on Women: A Methodological Note." Research Paper, Center for Research on Women, Memphis State University.

Cooney, Rosemary Santana and Kyonghee Min
1981 "Demographic Characteristics Affecting Living Arrangements Among Young Currently Unmarried Puerto Rican, Non-Spanish Black and Non-Spanish White Mothers." Ethnicity, 8 (February): 107-120.

Dill, Bonnie Thornton
1986 "Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families." Research Paper at the Center for Research on Women, Memphis State University, Memphis, TN 38152.

Glenn, Evelyn Nakano
1985 "Racial-Ethnic Women's Labor: The Intersection of Race, Gender and Class," Review of Radical Political Economy 17: 86-108.

Gluck, Sherna Berger
1987 Rosie the Riverter Revisited: Women, the War, and Social Change. Boston: G.K. Hall.

Hall, Elaine J. and Myra Marx Ferree
1986 "Race Differences in Abortion Attitudes." Public Opinion Quarterly, 50 (Summer): 193-207.

Higginbotham, Elizabeth
1983 "Laid Bare By The System: Work and Survival for Black and Hispanic Women." In Amy Swerdlow and Hannah Lessinger (eds.) Class, Race and Sex: The Dynamics of Control. Boston: G.K Hall.

Janiewski, Dolores
1986 Sisterhood Denied: Race, Gender, and Class in a New South Community. Philadelphia: Temple University Press.

Jensen, Joan and Darlis A. Miller, editors
1986 New Mexico Women: Intercultural Perspectives. Alburguerque: University of New Mexico Press.

Johnson, Susan L.
1984 "Sharing Bed and Board: Cohabitation and Cultural Differences in Central Arizona Mining Towns." Fontiers 7: 36-42.

Joseph, Gloria I. and Jill Lewis
1986 Common Differences: Conflicts in Black and White Feminist Perspectives. (Updated and Reprinted) Boston: South End Press.

Marie, Jacquelyn and Elaine Bell Kaplan
1984 "Women of Color in the United States" in The Women's

Annual Number Four edited by Sara Pritchard. Boston: G.K. Hall & Co.

Moraga, Cherrie and Gloria Anzaldua
1981 This Bridge Called My Back. Watertown, MA: Persephone Press.

Morgen, Sandra
1986 "To See Ourselves, To See Our Sisters: The Challenge of Re-envisioning Curriculum Change." Research Clearinghouse and Curriculum Integration Project Paper, Center for Research on Women, Memphis State University.

Mortimer, Delores and Roy Bryce-Laporte
1981 Female Immigrants to the United States: Caribbean, Latin American, and African Experiences. Washington, D.C.: Smithsonian Institution, Research Institute on Immigration and Ethnic Studies, Occasional Papers No. 2.

Nash, June and Maria Fernandez-Kelly, editors
1983 Women, Men and the International Division of Labor. Albany: State University of New York Press.

National Institute for Women of Color
1984 Moving Mountains Past, Present and Future: The Role of Women of Color in the American Political System. The Brown Papers: Issue Number One.

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1985 Overcoming Cultural Barriers to Adequate Health Practices. The Brown Paper, No. 4, National Institute of Women of Color. Washington, DC. (Includes works by Marta Sotomayor, Byllye Avery and Caroline J. Chang.)

Palmer, Phyllis Marynick
1983 "White Women/Black Women: The Dualism of Female Identity and Experience in the United States." Feminist Studies 9 (Spring): 151-170.

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1983 Class, Race, and Sex: The Dynamics of Control. Boston: G.K. Hall. (Especially articles by Brooks, Gilkes, Dill, Boyd-Franklin, Higginbotham, and Valentine).

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1982 The Afro-American Family: Assessment, Treatment, and Research Issues. New York: Grune and Stratton.

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1982 Long Memory: The Black Experience in America. New York: Oxford University Press.

Bigham, Darrel E.
1987 We Ask Only a Fair Trial: A History of the Black Community in Evansville, Indiana. Bloomington: Indiana University Press.

Blackwell, James
1985 The Black Community. Second Edition. New York: Harper and Row.

Cannon, Lynn Weber
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APPENDIX 4. SAMPLE NEWSLETTERS, CENTER FOR RESEARCH ON WOMEN.

The Newsletter

Fall, 1988 | Center for Research on Women, Memphis State University | Volume 7, Number 1

Women of color and southern women bibliography now available

The adage "first read the book" hasn't changed for the Center for Research on Women because the book—that is the bibliography—should be read first when researching women of color or southern women.

Women of Color and Southern Women: A Bibliography of Social Science Research 1975-1988, a 272-page resource, is now available.

The bibliography contains more than 2500 bibliographic citations in history, anthropology, criminal justice, economics, education, health, political science, psychology and sociology.

The book is a product of the Center's Research Clearinghouse project, which was initially funded by the Fund for the Improvement of Post Secondary Education (FIPSE).

This resource can help educators, researchers and students locate recent material on southern women and U.S. women of color—African American, Asian American, Latina and Native American.

"This book has an unique approach," Lynn Weber Cannon, director of the Center said, "as it is the first attempt to integrate the latest social science publications and work-in-progress on women of color and southern women in one reference tool."

The bibliography includes an introduction by Cannon and Andrea Timberlake, clearinghouse coordinator, and a "how to use" guide.

The citations are listed by six topic areas: culture, education, employment, family, health and political activism/social movements.

Each citation is listed with three to 12 keyword descriptors describing the content of the references. The descriptors were taken from *A Women's Thesaurus*.

"The bibliography will help scholars conduct research on a particular racial/ethnic group or on southern women, on a particular topics, such as the family, and comparing the experiences of different racial/ethnic groups of women," Cannon stated.

"Almost all the works cited were published between 1975 and 1988. This time period was selected," Cannon continued, "because it was not until the mid-1970's that social science research on women of color began to appear in significant amounts in scholarly publications."

This reference tool is available for $15 plus $2 for handling and mail. (See order form, page 11.)

Center plans celebration in February

This year marks the seventh anniversary of the Center for Research on Women.

In celebration, the Center will bring a nationally known women's health expert to Memphis State University for at least two days next February.

Sheryl Ruzek, associate professor of health education at Temple University, will speak at the Center's anniversary luncheon Friday, Feb. 24 at noon at the Radisson.

Her topic will be "Emerging Issues in Reproductive Health."

The cost of the luncheon is $25.

She will also speak as part of a series

(continued on page 5)

Editors of *The Women of Color and Southern Women: A Bibliography of Social Science Research 1975-1988* are (front): Rebecca Guy, department chair, sociology; Lynn Weber Cannon, director, Center for Research on Women. (back): Elizabeth Higginbotham, publications director, and Andrea Timberlake, clearinghouse coordinator.

Director's Comments

Curriculum integration-- a goal that must be fulfilled

By Lynn Weber Cannon

What is curriculum integration?

Just a few years ago, when I first heard these terms, they sounded to me like more abstract nonsense of the kind that academics regularly invent to keep themselves busy. I asked, "What curriculum? Integrating whom, into what?"

Now these buzz words roll off my tongue like I was born knowing them. Who would think that curriculum integration would become a major battleground in higher education today!

It is really about what we teach in higher education. It is about what students study and learn. That's pretty basic stuff; and there are many competing visions of what that core curriculum ought to include.

Those different visions of the curriculum have arisen in the last twenty five years, for the most part, out of the civil rights, women's and other liberation movements.

Elizabeth Higginbotham and I just returned from a wonderful conference, "Trailblazers and Torchbearers: Women and the Civil Rights Movement" held in Atlanta and co-sponsored by The Martin Luther King Jr. Center for Nonviolent Social Change, Georgia State University and other Atlanta institutions of higher education.

The conference was an opportunity to review the struggles and gains of that movement and the women who made it. In one panel, Joyce Ladner, PhD and professor of social work at Howard University, described her personal motivations for becoming involved in the movement as a young girl.

Among other things, Joyce had a thirst for knowledge that was denied by the segregated and unequal educational system in Hattiesburg, Miss., where she grew up.

The public library did not allow her to read their books; her school books were hand-me-downs from the White schools in town. She wanted to read and learn about Harlem and Africa. But her teachers passed on their personal books to her, and her uncles who had fought in both World Wars told her about a world that she yearned to explore.

Joyce's experience was similar to

Lynn Weber Cannon

that of many young men and women at the time. Many people put their lives on the line to break the back of the horrible system of segregation and let young Black children quench their thirst for knowledge. But the struggle for Black liberation did much more than free Black children.

It showed other groups that they too could stand up and fight the system that denied them full rights on the basis of race, gender, nationality, sexual preference, or physical condition.

In the 1960's and early 1970's Black students took the lead and demanded that they be included in higher education. As a consequence, Blacks, Chicanos, Puerto Ricans, Asian Americans, Native Americans, women, gay men, lesbians and many others came to appreciate how their own histories, perspectives and experiences had been left out of their educations.

They asked questions like: What is American History? Are we a part of it? Then why aren't we in this book?

What about this picture of America as the land of opportunity where people from all over the world came to seek a better life to escape political and religious persecution? African American, Native American, and Chicano "incorporation" into this nation came in quite the opposite way.

One important result of the Black student protests of the 1960's was the development of Black Studies programs in many institutions around the country. Other excluded groups followed suit and women's studies and ethnic studies programs have existed since the early 1970's. But by the 1980's it had become apparent that the presence of these programs did not ensure that women and minorities were included throughout the curriculum. Often they had been ghettoized within the university.

Required American History courses were taught the way they always had been, but one could now (as an elective course) take women's history or Afro-American history.

Introductory sociology textbooks still had the same basic framework, but now there was an additional chapter on gender. Because of this add-on approach, introductory sociology textbooks have become like a smorgasbord of social life with many short chapters on lots of different topics and groups.

Since a teacher cannot cover all of these topics in any depth in one course, they often choose from the menu, and women and minorities are passed over again.

So people began to talk about integrating the knowledge about women and minorities throughout the curriculum. Integration now means teaching about women and minorities in basic education courses—not just in elec-

(continued on page 5)

The Newsletter is published tri-yearly by the Center for Research on Women at Memphis State University. All questions, comments and articles should be addressed to the editor, Dr. Sandra H. Utt, Department of Journalism, Memphis State University, Memphis, TN. 38152.

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Comments on Wilson's "The Truly Disadvantaged"

By Bonnie Thornton Dill

This is an important book which has already had a major impact on discussions of poverty, race and public policy in the United States.

Wilson is to be commended for his willingness to step boldly into the arena of public discourse in an effort to blaze a new trail between the "rock" of conservative thinking on the underclass and the "hard place" of contemporary liberal perspectives.

His project—the refocusing of the liberal perspective and the definition of a bold new public policy agenda is inherently controversial. Wilson is quite correct in his assertion that the conservative perspective has captured public attention and policy initiatives in the Reagan era, and that agenda has resulted in a real deterioration in the living conditions of the urban poor.

At the same time, what Wilson identifies as a liberal perspective, has been pushed into a defensive posture.

While I think there are some explanations for this that go beyond the limitations of the arguments themselves and demonstrate the influence of political climate on social thought, the challenge for all of us who seek a more progressive future is how to have liberal arguments take the offensive. This is what I see Wilson seeking to do in *The Truly Disadvantaged*--a daring and desperately needed project which raises a number of dilemmas for all of us who seek to use our skills as social scientists to influence social policy.

Wilson brings to public attention some important insights about the concentration of poverty in urban Black communities.

His discussion of the increasing social isolation of poor Black inner city neighborhoods and the many subtle ways that this isolation is exacerbated by macrostructural conditions of job loss and deindustrialization is a significant attempt to shift public discourse from an emphasis on "cultural" to "structural" phenomena.

An example is his discussion of the distinction between social isolation and the culture of poverty as it has been revived by conservative theorists.

In his view, social isolation is a structural phenomenon which results in a ghetto specific subculture. Unlike cultural theorists, however, Wilson sees this subculture more as an adaptive response to economic conditions than an inherent or self-generating form.

He argues that the loss of population in poor urban ghetto neighborhoods "makes it difficult to sustain basic institutions and sense of social organization."

Nevertheless, it seems that there is a danger in the dichotomy Wilson uses which places the underclass and a ghetto specific subculture on one side and "mainstream" values and culture on the other.

In his effort to refocus this debate, using the very terms of discourse popularized by the conservatives, he comes dangerously close to creating the same picture, though he clearly uses a different camera and a different set of lenses.

A recent survey of such a neighborhood in Memphis showed that even in the face of massive community deterioration and decay, residents seek to maintain some community organization, cohesion and stability.

They do not express values and a lifestyle that is distinct from the mainstream but have been pushed down and out of the channels of access to mainstream goals. Wilson's discussion tends to overemphasize differences and ignore the ways that people who live in these communities continue to strive for mainstream goals though they are denied the means to achieve them.

In my view, Wilson's analysis of poverty, race and what he terms "American economic organization" falls short of demonstrating that these communities are the logical outgrowth of the American capitalistic system and that the people in them are not polar opposites of the mainstream but direct products of mainstream goals, values and modes of achievement.

Secondly, I think Wilson has been somewhat overzealous in his effort to get us to see the limits of "racial" explanations of the conditions of poverty.

There are many things I applaud in this vision. These include his emphasis on macro-economic changes and class formation as critical to understanding contemporary race relations. His point that many of what he terms "race-specific" social reforms of the 1970's have benefitted middle class Blacks and not the poor is also worthy of serious consideration. However, he should have said more about the ways class provides privileges and opportunities for some Blacks that are clearly denied to others.

And, while I would agree that in order to understand Black poverty today, one must analyze what Wilson terms "impersonal economic shifts in advanced industrial society."

I would suggest that all of these shifts are not so impersonal. To ignore the ways in which racism operates in a period of economic restructuring is to be unable to fully answer such questions as, for example, why economic development and economic growth comes to predominantly White counties in states like Tennessee and Mississippi and bypasses predominantly Black ones.

In the end, Wilson's book leaves unresolved for me a fundamental, yet disquieting question for those of us who seek to address social policy through social science research.

Is this as far as we can go if we choose to approach the creation of social policy primarily by speaking directly to policymakers, government officials, and politicians?

Must the result — in order for us to be heard and have any hope of having our ideas implemented — be a band-aid of some sort rather than fundamental economic reorganization?

Wilson's book exemplifies for me the limitations we face in trying to bring about truly progressive social change if we rely solely on debate in this arena.

At the risk of ending with a facile statement on a very complex issue, I would argue that without a link to an active political constituency that can force an expansion of the terms of social debate, we, as researchers can become locked into arguments that ultimately keep us from going as far as we really know we need to go.

An earlier version was delivered at the Annual Meeting of the Society for the Study of Social Problems, August 1988.

Center to reintroduce integration workshop

The Center for Research on Women at Memphis State University will sponsor a curriculum integration workshop next May 24-26.

Many people commented that they missed coming to Memphis this past summer. Elizabeth Higginbotham, the workshop coordinator, noted.

"The Center's priorities last summer were the transition in directors, grant proposal development and production of the print version of the Research Clearinghouse.

"Now with these accomplishments behind us, we are ready to coordinate a three-day workshop for college faculty this academic year."

The 1989 workshop on "Integrating Gender and Race into the College Curriculum" will be similar in format to the Center's curriculum integration workshops of 1985, 1986 and 1987.

Participants will work in both large and small groups over three days.

"The small discipline groups have proven to be successful in fostering discussions of both the content of courses and classroom dynamics," Higginbotham explained.

In 1989, the focus will be specifically on integrating women of color and southern women into college level social science, history and humanities courses.

The workshop will also address classroom dynamics necessary to foster supportive learning environments.

Staff will also teach participants to use the Center's Electronic Bulletin Board, which will enable participants to keep in touch with colleagues by using a computer and a modem.

Patricia Hill Collins, associate professor of Afro-American studies at the University of Cincinnati, will deliver the keynote address.

Raised in Philadelphia, Collins attended public schools. She has an undergraduate degree from Brandeis University in Massachusetts, a masters in education from Harvard University, and her doctorate in sociology from Brandeis.

In the last few years, Collins has been widely acclaimed for her thinking about pedagogy and Black feminist thought

Paticia Hill Collins

(see page 7).

She has publications forthcoming in *Sage: A Scholarly Journal on Black Women* and *SIGNS: Journal of Women and Culture in Society.*

"We are eagerly awaiting the publication of Black Feminist Thought (a book under contract with Unwin and Hyman)," Higginbotham said.

"Dr. Collins was a participant in the Center's first curriculum integration workshop in 1985, so we are very pleased to have her on the faculty," she continued.

"As the co-editor of the American Sociological Association publication, *An Inclusive Curriculum: Race, Class and Gender in Sociological Instruction,*" Dr. Collins is quite familiar with the new curriculum work. Her address, 'Race, Class and Gender As Categories of Analysis and Connection,' promises to be exciting and thought provoking," Higginbotham continued.

The keynote address will be followed by a reception.

Other faculty for the workshop will be Lynn Weber Cannon, director, Center for Research on Women; Bonnie Thornton Dill, associate professor, sociology; Rebecca Guy, department chair, sociology; Michael Timberlake, associate professor, sociology; and Margaret Allison Graham, associate professor, director of women's studies. All are from Memphis State.

Additional faculty include: Margaret Andersen, associate professor, sociology, University of Delaware and author of *Thinking About Women* (Macmillian, 1988) and Kenneth Goings, associate professor and department chair, history, Rhodes College.

The workshop will begin on the campus of Memphis State, Wednesday, May 24 at 9 a.m. and conclude Friday, May 26 at 5 p.m.

Registration fee by May 1, 1989 for the entire workshop for Center supporters is $80 and $100 for non-supporters. After that date the registration fee for Center supporters is $96 and $120 for non-supporters. Registration for one day is $40. A $25 deposit should accompany the application.

The fee covers registration materials, a search of the Research Clearinghouse, bibliographies on southern women and women of color along with three continental breakfasts, three coffee breaks, and three lunches.

The Center is seeking funding to provide scholarships to participants from small colleges.

Lodging is available at Memphis State University's Richardson Towers.

Single rooms are $20 per person, per night and double rooms are $18 per night, per person. Payment is due by check or cash upon arrival. Participants are invited to remain on the campus until Sunday to take advantage of lower airfares.

Interested persons should write to JoAnn Ammons at the Center for an application or call (901) 678-2770.

Resource center open

The Center for Research on Women at Memphis State University announces the opening of its curriculum resource center.

The resource center, located next to the Center's office in 333 Clement Hall, includes syllabi and other teaching materials on women of color and southern women.

"We are pleased to finally have space for all of these wonderful resources," said Elizabeth Higginbotham, publication director for the Center.

Center's celebration

(continued from page 1)
sponsored by Alpha Kappa Delta, sociology honorary, on Thursday, Feb. 23 at the Memphis State University Alumni Center at 7 p.m. Her 40-minute talk on "Race, Class and Gender Issues in Reproductive Health" will be followed by a reception.

Ruzek, who received her doctorate in sociology from the Unversity of California at Davis also has a master's in public health from the same school.

Her teaching areas are maternal child health policy-programs, women's health issues, health care systems, social psychology of health and illness and research methods in health education.

Her grants and awards include one of the first FIPSE (Fund for the Improvement of Post Secondary Education) awards in women's health. She received this award in 1983-86. Under the title "Women's Roles in Health and Healing", the grant was co-directed with Virginia Olesen, University of California at San Francisco

This project produced syllabi and resource materials to help scholars integrate the research on women and health into undergraduate and graduate teaching.

Ruzek also is credited with the first study of the women's health movement. Her book, *The Women's Health Movement*, New York: Praeger, 1978, is also available in paperback, 1979.

"We think many people in the Memphis area will be interested in hearing about the implications of new reproductive technologies. Dr. Ruzek will provide our audiences with insights into this area of women's health," Lynn Weber Cannon, Center's director, said.

For more information about the luncheon, please call the Center, (901) 678-2770.

Sheryl Ruzek

Director's comments

(continued from page 2)
tives—and throughout all parts of those courses—not just in one chapter or lecture. These are the goals of curriculum integration. No one will ever accuse us of setting our sights too low.

As we envision it, integrating women of color, southern women, and other previously excluded groups into the college curriculum involves three activities:

1) obtaining information and resources, that is, the new research and writing on these groups;

2) developing a theoretical perspective or vision of the subject matter which takes these women out of the margins and places them at the center of the analysis; and

3) developing a new pedagogy which is generated out of the experiences of these women—not out of dominant culture experience—that is, developing teaching techniques and shaping classroom dynamics to facilitate learning by and about diverse groups.

To begin our curriculum integration work, we obtained a three-year grant from FIPSE in 1984. That grant had two aims.

The first aim was to increase access to the latest scholarship by developing The Research Clearinghouse on Women of Color and Southern Women, an online data base containing bibliographic citations to the latest social science research on these groups of women and a human resource file of scholars who conduct this research.

The second aim was to facilitate the inclusion of the new scholarship into the curriculum by working with faculty to disseminate the scholarship and to develop the vision and pedagogy necessary to incorporate this new knowledge into our teaching.

First, we developed many new resources which are used by faculty, students and others at the local and national levels. In addition to the Clearinghouse Column, the order form in each issue of *The Newsletter* contains a list of many of the resources we have produced.

We are especially pleased to announce a new resource in this issue—a 272 page printed bibliography from the Research Clearinghouse. It contains almost 1900 unique citations to the latest social science research.

For example, if you want to learn more about women in the civil rights movement, one of the six major subject headings in the book is political activism and social movements.

Elizabeth also designed a new model for workshops to help faculty work on all three dimensions of curriculum change (information, vision, and pedagogy).

We held national workshops on women in the curriculum in 1985, 1986, and 1987. These workshops helped faculty to change their teaching in ways that ranged from adding new lectures to their courses, developing new syllabi, revising existing syllabi, and identifying new resource materials, to instituting entirely new methods of teaching.

We are also pleased to announce in this issue (see page 4) that we will hold another workshop in May 1989 focused on integrating gender and race into the college curriculum. Patricia Hill Collins will serve as keynote speaker and Margaret Andersen will be on the faculty. They are both nationally recognized for their work and we are proud to say that they have both participated in our earlier workshops and learned from them.

At the local level we have held seminars where faculty come together to work on improving their teaching. It has been a very rewarding experience and enabled us to develop strong ties with faculty at other area institutions LeMoyne-Owen, Rhodes College, and the University of Mississippi to name a few. Now several of these institutions as well as Memphis State are initiating or substantially revising their general education curricula.

Our goal is to work with people so that the basic education that college students receive does not exclude or distort the histories and experiences of the majority of the world's people.

We do this with the firm knowledge that others have come before us. We are also fully confident that today's students still thirst, like Dr. Ladner and her contemporaries, for an inclusive education.

Fall, 1988/5

Clearinghouse Column:

Anthropology good beginning to understand women's lives

Teachers and researchers in women's studies have often turned to anthropology to understand women's lives from a cross-cultural perspective.

In the early 1970's many teachers and researchers looked to anthropology to answer such questions as "Have women always and everywhere been subordinate to men?" or "Why are women universally second class citizens?"

Today, feminist anthropology tends to ask different sorts of questions, and current anthropological research on women is very much directed at the larger project of trying to describe and theorize about how culture, race, class and ethnicity shape women's lives and social relations of power within societies.

The American Anthropology Association Project on Gender and the Curriculum is in the final phase of a three-year project to help develop curriculum materials that will make this new scholarship on women and gender more accessible to teachers of introductory anthropology and related courses.

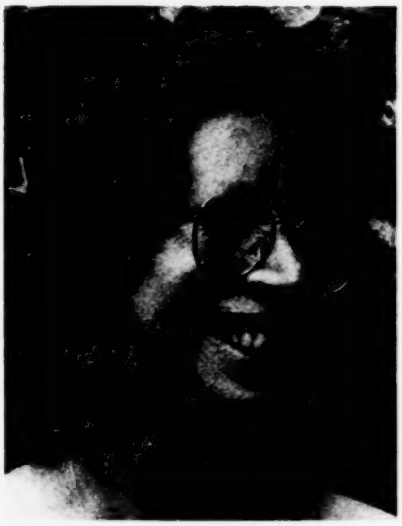
The project, funded by the Fund for the Improvement of Post-secondary Education (FIPSE) has three main goals:

1) to develop a curriculum guide to provide conceptual frameworks, literature reviews, and curriculum suggestions about the study of women cross-culturally;

2) to work with authors of some of the major textbooks in anthropology to suggest ways their textbooks could better reflect both the challenges of feminist anthropology to mainstream anthropological theory and description and the theoretical and ethnographic contributions of feminist anthropology; and

3) to make the curriculum guide available at cost to all departments of anthropology in colleges in the United States, and to all interested individuals.

This project is directed by Dr. Sandra Morgen, currently assistant professor of women's studies at the University of Massachusetts and former project director of the Duke-UNC Women's Studies Research Center.



Sandra Morgen

"One of the most exciting things about this project has been the opportunity to work with so many other anthropologists all committed to seeing 20 years of scholarship finally brought together in ways that can have a dramatic impact on undergraduate teaching," Morgen said.

The guide will have 18 modules each written either about women in a particular culture area or about research on women and gender within a subfield of anthropology

They include:

Caribbean-Lynn Bolles and Debbie D'Amico Samuels;

Latin America-June Nash;

China-Ann Anagnost;

Southeast Asia-Aihwa Ong;

India-Lena Fruzetti;

Middle East-Sondra Hale;

Africa-Betty Potash;

Aboriginal Australia-Vicky Burbank;

United States-Ida Susser;

Native Americans-Pat Albers;

Women and Evolution-Adrienne Zihlman;

Gender and Archaeological Research -Janet Spector and Mary Whelan;

Biosocial Perspectives on Gender-Jane Lancaster;

Gender and Primatology-Linda and Laurence Fedigan;

Sex and Sexuality-Sue Ellen Jacobs;

Women and Language-Ruth Borker and Daniel Maltz;

Gender, Race, and Class in Applied Anthropology in the United States-Leith Mullings; and

Women and Development in the Third World-Kay Warren.

According to Morgen, "while the primary goal of the project is to develop materials for use in teaching introductory anthropology, anyone who is interested in using cross-cultural materials would find this guide useful."

Interested persons should write to Karen Gaul, Project Assistant, AAA Project on Gender and the Curriculum, 208 Bartlett Hall, University of Massachusetts, Amherst, MA 01003.

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Curriculum Integration

Legacies shows women's history through audiotapes/book

Legacies: An Audio course on the History of Women and the Family in America, 1607-1870, developed by the Public Media Foundation in cooperation with the Wellesley College Center for Research on Women, Washington, D. C.: The Annenberg/CPB Project, 1987, 18 programs and Teacher's Guide, by Elizabeth H. Pleck, Ellen K. Rothman and Judith Babbits, Washington, D. C.: The Annenberg/CPB Project, 1987, pp. 66, $29.95.

The Legacies Book: A History of Women and the Family in America, 1607-1870 by Elizabeth H. Pleck and Ellen K. Rothman with Paula Shields, (A Companion Volume to the Audio course) Washington, D. C.: The Annenberg/CPB Project, 1987, pp. 273, $14.95.

The publication of *Legacies* inaugurates a new phase in women's studies, making the best of recent scholarship and a tantalizing selection of primary sources available to women and men outside traditional academic settings.

History comes alive in this skillfully-developed course on women and the family, and correspondence students will find that distant learning need not be a disadvantage. The material is informative and engaging and moreover, flexible enough to supplement standard college courses in U.S. history, women's history and family history.

Ellen K. Rothman, Project Director,

Carol Devens

and Elizabeth H. Pleck, Project Historian, have provided a highly produced packet which creates a "sound picture" of the past while employing conventional learning materials.

By elaborating the themes of diversity, productive labor, resiliency and cultural ideals the authors and producers, while adhering to traditional chronology, concentrate on the lives and emotions of women and their families.

Rothman and Pleck therefore work to integrate women's and family history throughout the course, arguing that not only have these histories often been overlooked in general synthetic studies, too frequently they have been themselves mutually exclusive.

The audiotapes (18 programs divided into units) are the core of *Legacies*. Topically arranged, these focus—much as would classroom lectures—on individuals or groups within larger contextual frameworks such as migration, industrialization, the emergence of the middle-class family, or women's rights.

Excerpts from diaries, letters and public documents alternate with historical narrative (both recorded by professional actors), and with period music and "ambient sounds" recorded at living history museums.

Segments are short but informed,

(continued on page 7)

A Selected Bibliography

A selected bibliography with references taken from the Center for Research on Women's data base. If interested, a search of the Research Clearinghouse costs $7 for up to 10 citations, an additional charge of 10 cents for each reference over 10. Tennessee requestors pay 7.75% sales tax.

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(continued on page 9)

Inside the Center

Andrea Timberlake--Clearinghouse coordinator

VISTA worker, counselor with the juvenile court and a family planning counselor are just a few of the roles that Andrea Timberlake has taken on before her latest—that of clearinghouse coordinator for the Center for Research on Women's research clearinghouse.

Responsibilities for her latest job include coordinating student workers, reviewing material for database entry, writing the citations, selecting keywords—in other words—keeping the work flowing.

"We stay busy with monitoring the database, entering new citations, and conducting searches."

Those people needing a search of the Center's database can expect a turnaround time of two weeks. The number of possible citations can vary—obviously depending on the topic.

For example, Timberlake indicates that one search—women returning to school—found 12 citations. On the other end, another search on African American women and education generated more than 150 citations.

"If I had to give an average it would be 20-25 citations per search," Timberlake said.

Andrea Timberlake

The database has more than 3400 citations currently. The Center's newest resource, "Women of Color and Southern Women: A Bibliography of Social Science Research 1975-1988," however, does not include all of these.

"When we were considering the organization of the book, we wanted to make the listing as easy as possible for researchers," she said. "Therefore, we organized the book with the six topics that have the most citations (about 2500) as the topic headings.

"The rest would fall under many 'other' labels which were impossible to place under any of the six major headings," she said.

In addition to the title of clearinghouse coordinator, Timberlake also has two other titles—mom and wife. Michael Timberlake, associate professor of sociology at Memphis State University, has been with the university since 1977. Finally, two boys—Matthew, nine, and Benjamin, four, call her mom.

Legacies . . . . . .

(continued from page 7)

and augmented by interviews with academic and museum researchers who convey both an understanding of and delight with their fields.

The ten chronologically-sequenced units in *The Legacies Book,* a general family history supplementing the audio programs, provide background essays to the tapes and a discussion of sources and methodology. They also indicate required background reading, clarify learning objectives and include self tests.

Further assignments in *The American Legacies* material fall within a broader narrative structure. The teacher's guide contains a succinct "Bibliographic Overview" of recent literature pertaining to each unit as well as suggested exam and discussion questions.

The programs which address major concerns in women's lives such as changing concepts of motherhood and marriage, slavery's impact on White women, and westward migration, are the most effective.

They carefully explain the complex situations faced by women and the choices they made, and also discuss various means of finding women's voices in the historical record.

Five of the eighteen programs deal specifically with ethnic and racial minority women and families—Native American families on the Trail of Tears, free and enslaved Black families, and Irish immigrants.

Legacies attempts to blend issues of ethnicity throughout the text and there is some examination of the characteristics and experiences of minorities in their own right, but the discussion in text and audio programs often compares each group to the dominant culture.

Perhaps one of the weakest programs, therefore, is "Women Speak Out Against Slavery," which in focusing on the Grimke' sisters merely refers to the activities of free Black women's abolitionist and moral reform organizations without elaborating upon their critical role in the movement to end slavery.

Hispanics receive only brief attention in a background essay, unfortunately a common approach which neglects areas of the United States not colonized by the British. Moreover, problems faced by Asian immigrants in establishing families in America are alluded to but not discussed.

While the creation of *Legacies* is an important step in bringing women's studies to the public, the field of history may not be ready yet for the level of integration in the course.

Family history certainly benefits in being informed by concerns of gender, and *Legacies* is not intended to be a women's history course.

There are times in the program, however, when women's voices and concerns are almost subsumed by those of men, much as they were in life. While women's history has made great strides, it has not yet become second nature to the profession, and emphasis on women's roles is still crucial to a course of this nature.

The number and variety of the audio programs makes a detailed assessment impossible, but as a whole they are quite informative and interesting. As with any introductory text, *Legacies* is synthetic, but it offers students sufficient exposure to varieties of interpretation.

Carol Devens
Rhodes College

Civil Rights Commissioner to speak at MSU in February

A member of the United States Civil Rights Commission will speak at Memphis State University next February during Black History Month.

Mary Frances Berry, author of *Why the ERA Failed*, is also a professor at the University of Pennsylvania.

Sponsored by the Black Students Organization and the Student Government Association, her speech is tentatively set for Feb. 7 at 7 p.m. in the University Center ballroom.

Additionally, she has written *Black Resistance/White Law: A History of Constitutional Racism in America; Military Necessity and Civil Rights Policy: Black Citizenship and the Constitution, 1881-1868*; and co-authored *Long Memory: The Black Experience in America*.

"We are anxious to hear what she has to say," said Elizabeth Higginbotham, publication director for the Center. "Especially as we know that the United States Congress has kept her on the Civil Rights Commission just because President Reagan has wanted her off. It should be an interesting evening, and the Center hopes to be able to sponsor a reception or smaller lecture for her."

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Other Resources

Feminist Teacher, 442 Ballantine Hall, Indiana University, Bloomington, ID 47405. Subscriptions are $12 per year.

On Campus with Women, Project on the Status and Education of Women, Association of American Colleges, 1818 R. Street, N.W., Washington, DC 20009. Subscriptions are $20 per year.

Radical Teacher, published three times a year by the Boston Women's Teachers' Group, Inc. Radical Teacher, P.O. Box 102, Kendall Square Post Office, Cambridge, MA 02140. Subscriptions are $35 for sustainers, $11 for institutions, $8 for employed people, $4 for part-time employed, unemployed, and retired persons.

Women's Studies Quarterly, The Feminist Press at the City University of New York, 311 East 94th Street, New York, NY 10128, Subscriptions are $25 per year.

For sale from the Center

BIBLIOGRAPHIES

_____1. *Selected Bibliography of Social Science Readings on Women of Color in the United States.* This reference tool is an extensive bibliography of social science research on Afro-Americans, Asian Americans, Latinas and Native Americans. It also contains general citations on people of color and a selection of titles of general works on women. 38 pages (revised February, 1988). Price $5.00.

_____2. *Selected Bibliography on Southern Women.* This bibliography contains citations to history, social science and personal narratives on southern women; most of the citations are annotated. 49 pages (revised February, 1988). Price $5.00.

RESEARCH PAPERS

_____1. *Class Perceptions in the Black Community* by Lynn Weber Cannon and Reeve Vanneman. 27 pages (1985). Price $4.00.

_____2. *Work and Survival for Black Women* by Elizabeth Higginbotham. 17 pages (1984). Price $3.00.

_____3. *Employment for Professional Black Women in the Twentieth Century* by Elizabeth Higginbotham. 34 pages (1985). Price $4.00.

_____4. *Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families* by Bonnie Thornton Dill. This paper is an exploration of the impact of racial oppression on the family life of Afro-Americans, Mexican Americans, Chinese and Japanese immigrants in the 18th and 19th centuries. The author provides insights into the "double duty" for women of color during this era. 56 pages (1986). Price $5.00.

_____5. *Race and Class Bias in Research on Women: A Methodological Note* by Lynn Weber Cannon, Elizabeth Higginbotham and Marianne L. A. Leung. This study analyzes the race and class background of women who volunteered to participate in an in-depth study of professional and managerial women, documents a White middle-class bias, and illustrates how race and class may be built into the research design of exploratory studies. 51 pages (1987). Price $5.00.

_____6. *Minority Families in Crisis: The Public Discussion* by Maxine Baca Zinn. This article addresses the renewal of culture of poverty perspectives and also presents a structural alternative. 30 pages (1987). Price $4.00.

_____7. *The On-Going Struggle: Education and Mobility for Black Women* by Elizabeth Higginbotham. Reports on the secondary schooling experiences of a sample of Black women. Author is concerned with the narrow definitions of contemporary racism. 28 pages (1987). Price $4.00

_____8. *Rethinking Mobility: Towards a Race and Gender Inclusive Theory.* Elizabeth Higginbotham and Lynn Weber Cannon. Based upon an examination of social science and popular culture and analysis of two studies conducted by the authors, this paper identifies three major themes which characterize the mobility experiences of White women and people of color. 60 pages (1988) Price $5.00

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A collaborative venture with Duke University of North Carolina Women's Studies Research Center showcasing research on southern women.

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_____5. *Integrating All Women into the Cur riculum.* Elizabeth Higginbotham. This pape identifies three essential stages to insure that cur riculum integration efforts include women o color: getting information about people of color changing the content taught, and learning ne ways to promote positive classroom dynamics. 4 pages. (1988) Price $5.00.

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For $35 per year a subscriber will receive the ne items published by the Center for one calendar year. Al publications will be mailed upon their printing. The include: 2 bibliographies—Women of Color and South ern Women (both are updated yearly); 3 issues of *Th Newsletter*; research papers; papers from the Southern Women Working Paper Series; and papers from th

News Briefs

Harvard Divinity School women's studies in religion program announces full-time positions for 1989-90 as a research associate and a visiting lecturer in its women's studies in religion program.

Applications must be received by Dec 1.

The program supports research projects on women and religion.

Research associate positions are open to candidates with doctorates in religion, other humanities when that person has a serious investment in religion, and leading religion professionals with equivalent achievements.

For further information and applications forms, write to: Constance H. Buchanan, associate dean and director of women's programs, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.

The Association for Gerontology and Human Development in Historically Black Colleges and Universities (AGHD/HBCU'S) will hold its Seventh Annual Meeting in Baltimore Feb. 23-25.

For information, contact Dr. William A. Kilkenny, department of gerontology, Morgan State University, Baltimore, MD 21239.

Crossing Borders: The Story of the Women's International League for Peace and Freedom unearths a dramatic, forgotten chapter in women's history.

This film tells the story of courageous women, united by their common struggle for equal rights, who "crossed the borders" of nationality and self-interest in the search for peace and justice during World War I.

The WILPF of today is born of that tradition, and remains a symbol of the enormous contribution women have made in building an international antimillitarist movement.

For information, write Film Project for Women's History and Future, 3222 N. Clifton #2R, Chicago, IL 60657.

Iris: A Journal About Women has announced a call for papers.

For more information, write *IRIS: A Journal about Women*, University of Virginia, Charlottesville, VA 22903.

An "International Conference on Women and Development: Focus on Latin America, Africa and U. S. Minorities" will be held at the State University of New York at Albany March 3-4.

Topics to be covered include: the impact of modernization, urbanization and immigration on Third World women's culture and history; the impact of development forces on Third World women's culture and history; and the emergence of women's studies in the countries of the Third World.

For more information or preregistration, please contact the conference sponsors: Professor Chris Bose, Institute for Research on Women, SUNY/Albany, Albany, NY 12222 (518-442-4670) or Professor Edna Acosta-Belen, Chair, Latin American and Caribbean Studies, SUNY/Albany, Albany, NY 12222 (518-442-4719).

The Women's Studies Program at the University of Iowa announces two Rockfeller Foundation Residency Fellowships during the 1989-90 academic year for the study of rural women and feminist issues.

Deadline for applications is Feb. 1, with notification by mid-March.

Scholars from any humanities with an interest in feminist theory, a tolerance for comparative studies, and a research focus on rural women are invited to apply. No restrictions on geographic area and historic time period apply.

Send applications to Margery Wolf, chair, women's studies program, University of Iowa, Iowa City, IA 52242.

Order Form

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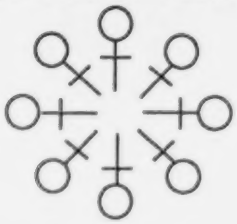

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Summer, 1988 | Center for Research on Women, Memphis State University | Volume 6, Number 3

Cannon new director; 'course to be maintained'

By Sandra H. Utt
Editor

A change at the helm will not mean a change in direction to paraphrase the essence of Lynn Weber Cannon's comments about her new position as director for the Center for Research on Women.

Her main themes for the Center are based on continuing to build on a strong past. "We have worked together from the beginning, and we will continue to work together taking on different responsibilities."

Former associate director for the Center since 1982 and a full professor of sociology at Memphis State University, Cannon is widely published in *SIGNS: A Journal of Women in Culture and Society, Gender and Society, Social Science Quarterly* and *The Sociological Quarterly*. She is also co-author of *The American Perception of Class*, Temple University Press, 1987.

To further her main themes, Cannon has set several goals for the next five years: first, at the local level to expand the number of people involved with the Center and second, at the regional and national level to reach out to the Center's supporters and like-minded scholars with more activities and services.

Bonnie Thornton Dill, left, and Lynn Weber Cannon prepare to take on new roles--Thornton as research professor and Cannon as the new director of the Center.

To that end, she foresees more joint appointments in the social sciences at Memphis State University to increase the professional staff.

At the regional level, a monthly seminar focusing on current race, class and gender research will begin. Scholars at schools in the tri-state area will be invited to participate in this exchange of ideas. "National visiting scholars to the Memphis area will also be welcomed," Cannon indicated. "We really need to get together to provide additional forums for sharing our research."

On the national level, Cannon sees the Center's bulletin board acting as a race, class and gender national network. "I see bringing people into Memphis to teach them how to use the bulletin board, and they in turn will spread the word about how useful this network has become."

Additionally, the annual curriculum integration workshop will continue as will the Summer Research Institute.

"Another network we help to provide," she continued, "is the Southern Women Working Papers Series—the jointly sponsored series."

This working papers series was designed to help junior level scholars receive feedback from an appropriate and understanding set of reviewers. "Interesting enough," she said, "almost all, if not all of the papers have been published; so we have served one of our publics."

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Director's comments: 'If they could see me now!'

New director sees building on strong base major goal

By Lynn Weber Cannon

Sometimes I think of growing up, and what I thought I would do in life, and I am consumed with laughter. Never in my wildest dreams could I have ever imagined anything remotely resembling what I have actually done.

When I was growing up, I would have died laughing if someone had said to me that one day I would go to college, get a Ph.D., teach in a university, conduct research, get a grant, write something that would be published, or work at—of all things—a Center for Research on Women.

But wait! There is more.

This Center conducts research on women of color and southern women. Amazing!

Growing up in the segregated South, I didn't even know any Black boys and girls until high school—none.

And now my best friends and closest colleagues are Black women, Bonnie Thornton Dill and Elizabeth Higginbotham. Praise be to the men and women who struggled in the Civil Rights Movement.

Lucky me.

It is with a great excitement that I take on the new challenge of directing the Center. For those of you who have visited the Center and seen how we work, this new role may come as only a small surprise.

When we received the grant to create our Center from the Ford Foundation in 1982, we were elated, energized, and scared to death. To receive support to conduct research and to build a community of scholars studying women of color and southern women seemed incredible.

In many ways, it still seems amazing, six years, many grants, and over $1 million later. From the beginning, Bonnie, Elizabeth, and I each used our unique skills and strengths to develop a new and different kind of center.

It is different from traditional academic research centers that are housed in a small number of "major research institutions" and where women's presence is limited or non existent. And it is different from the other 40 or so relatively newly developed centers for research on women where race, class, and regional diversity are not the primary focus of attention.

Lynn Weber Cannon

We knew that we would not have the luxury of simply doing research at our research center. In academia, survival depends in part on achieving some degree of legitimacy for yourself and your work.

As Black and White women researching race, class, gender, and regional inequalities in a southern state university, we knew that legitimacy would not be immediately forthcoming at either the local or the national level. Thus, our work would also involve promoting and disseminating research on these topics. The obstacles to survival would be formidable.

"If you slice an apple into pieces, you no longer have the whole."

Hilda Thornton, Bonnie Thornton Dill's mother, gave Bonnie, Elizabeth, and me an apple and a seed of wisdom when we collectively took on the challenge of building our Center for Research on Women.

To survive, we would have to work as a team and remain strongly bound to each other and to our goals.

Building a collectively run organization in a hierarchically structured academic environment is extremely difficult. It means withstanding continuous pressures to become a hierarchy, develop a "chain of command," evaluate each other, rank order the personnel, the projects, and even our basic aims.

It means explaining that we are about things that seem contradictory in traditional contexts and frameworks. We are about both women of color and southern women; about men and women; about research and teaching; basic research and applied; sociology and other social sciences; research and service.

We are all these things and we are not "all over the place." Our work is very coherent, generated out of shared commitments and out of our sociological perspective on race, class, gender and region.

We want to improve the life circumstances of people of color, women, the working class, Southerners and other oppressed groups by building the knowledge base of information about their lives strengths, struggles and challenges.

We want to combat myths and stereotypes by conducting and disseminating research on these groups and by supporting the scholars across the country who are committed to the same goals.

We want to improve education by insuring that students learn about the diversity of peoples in America—not just the privileged. These are life long goals. Changing the Center's director will not change the goals or our commitment to them.

To say that we have worked together and shared the load does not mean we have done the same things. Bonnie has been the most visible of us.

In a phrase we use at the center, she "took the point" for the first six years of our existence. In its critical beginning phase, she lead the struggle to make sure that we were not forgotten, overlooked or ignored.

That required countless hours making public presentations to groups of all sorts, serving on boards, and just talking on the telephone. Bonnie has done an excellent job of promoting the work of our Center and of the many affiliated

(continued on page 4)

Director's comments: 'No more walking the halls'

'Last six years have been excellent, exciting ones'

By Bonnie Thornton Dill

When my son was three years old, he reported one day on the activities of all the adults at his nursery school.

He pointed out that Ms. Nancy taught the 5 year olds; Ms. Sterline the all day children, and Ms. Juanita, the half day children.

When asked what Ms. Shannon, the director did, he said that she walked up and down the halls. I must admit with a great sense of satisfaction that I look forward to not walking up and down the halls quite so much anymore.

The past six and one half years have brought a series of joys, satisfactions, challenges and frustrations that I would not trade for the world. I have learned, I have grown and I have truly enjoyed this responsibility.

Although I'm often seen walking the halls, the directorship has not been a one-person job. So, when I think about what has been accomplished since the Center began in January 1982, I know with confidence that these have been accomplished through the combined efforts of Lynn Weber Cannon, Elizabeth Higginbotham, Becky Guy, Sandy Utt, myself and many others.

Having begun with a three-year grant from the Ford Foundation, we set out to build a Center that would bring together scholars with similar interests who were dispersed throughout the country and isolated from one another.

We wanted to give this group of scholars support and encouragement in their work. We also wanted to promote scholarship on women of color and southern women so that people would write, study and teach more about the ways factors such as race, class, gender and region influence women's experiences.

We wanted to become the place in the country that people would think of when they thought about women of color and southern women. We had lots of ideas in our heads, lots of goals we wanted to accomplish and pulls in many different directions.

Getting focused and staying focused was not an easy task, but it was essential to our growth and development. A second essential component was our division of labor.

Very early on, Lynn and I decided

Bonnie Thornton Dill

that she would, as Associate Director, concentrate her efforts on building the Center's research program, and I would handle administrative, grants management, promotion, and other activities.

The results have included

1) more than $ 1 million in grants from foundations, government agencies and the University;

2) the presence of Elizabeth Higginbotham as a faculty member in the department of sociology and on the staff of the Center for Research on Women;

3) official designation as a unit of the University with a base operating budget; and

4) an excellent national reputation, the growth of which may be measured in part by the expansion of our Newsletter from a circulation of 800 in 1982 to about 10,000 today.

Therefore, I leave this position with a strong sense of having accomplished the goals that we began with and of providing a foundation upon which the Center will continue to grow.

And, the Center will continue to grow and thrive under Lynn's leadership. One of the best things for me about being director has been having Lynn and Elizabeth as colleagues, collaborators, and friends.

We work well together. We have consulted, planned and shared in decision-making about most Center programs. I have absolute confidence that Lynn will be an excellent director of the Center.

First, she is committed to the goals and values which we have espoused, and she has demonstrated that commitment over and over again.

She is a fighter and will advocate on behalf of the Center whenever and wherever necessary. One of her real administrative strengths is planning. She is methodical, thorough and has the ability to set goals and develop a reasonable plan to carry them out.

She is an outstanding scholar with firm grounding in research on race, class and gender.

And, to top it all off, she has a great sense of humor and is just plain fun to be with.

So, I can leave the position feeling that my personal investment over the last six and one-half years will be expanded and capitalized upon. That, is a good feeling!

Besides, after all is said and done, I won't be going very far. I'll still have my same office and my same telephone number.

I'll still walk the same halls.

I'll continue to be involved in the executive committee meetings of the Center and in decision-making about the future of this program.

Now, I'll have the opportunity to concentrate on building a research program that will be beneficial to both the Center's overall program and my own professional growth.

In fact, I'm really quite excited about the new initiative on rural poverty which I am developing through the Center. In addition to yielding some interesting data, this project will help deepen and expand the Center's work on southern women.

In addition to this project, I am working on an edited book on women of color with Maxine Baca Zinn.

You will hear more about this project later, but it is well underway and we plan to have the book in production within the next year.

(continued on page 4)

Center releases Mayfield's, Higginbotham's papers in RC/CIP series

The Center for Research on Women announces the publication of two new papers in the Research Clearinghouse and Curriculum Integration Series.

The first, "Integrating All Women into the Curriculum," is a revision of a curriculum address by Elizabeth Higginbotham, director of publications at the Center.

The second, "Mothers and Daughters: Teaching an Interdisciplinary Course," is a guide to a college level course by Lorraine Mayfield, Ph.D. and assistant professor of sociology at Montclair State College in NJ.

Higginbotham's work begins with a critique of the marginalization of people of color in the traditional curriculum. She notes that the tradition of intellectural racism makes it difficult for many faculty to dramatically shift their teaching to do more than give token treatment to women of color.

The paper then identifies the three essential stages of curriculum integration: getting information about people of color, changing the content of what we teach and learning new ways to promote positive classroom dynamics.

Higginbotham identifies how faculty members often make errors as they strive to improve their teaching and treatment of diversity. The paper also includes a selected bibliography of resources to aid with further curriculum work.

"This paper can help faculty think about long term goals in mainstreaming which seeks to handle diversity," Higginbotham said. "It is also useful for people who are looking for immediate short term goals."

In addition to teaching at Montclair State College in NJ, Mayfield has worked with the Center on the 1986 and 1987 Annual Workshops on Integrating Women into the Curriculum.

Her paper, developed from a topic group presentation at those workshops, is based on a woman's studies course she taught at Old Dominion University.

The course provides students with an opportunity to examine the dynamics of mother/daughter relationships within social, psychological and economic contexts. While Mayfield has taught the course to predominantly female classes, it has the potential to be of interest to a wide range of students.

Mayfield, who specializes in research on adolescence and early adulthood, has structured this course to permit students to examine cultural differences as well as reflect on their own experiences.

"In line with this new approach," Mayfield said, "Black and other women of color are not marginalized, but their experiences are the source of theoretical insights about the relationships of mothers and daughters."

This resource also includes a selected listing of biographies and autobiographies on women.

See order form, page 15

Cannon's comments.....

(continued from page 2)

scholars here and around the country.

Now we are in a different phase. We have several ongoing and well-established mechanisms for disseminating the important work in our field, and the "gang of three" who started the Center has grown to include many more people, both here and across the nation.

Under Elizabeth's clear direction, publications from the Center have increased and their quality is top notch.

With the guidance of Andrea Timberlake and the technical expertise of Rebecca Guy, the Research Clearinghouse will soon be published in book and floppy disk form.

JoAnn Ammons runs the Center office with skill and aplomb.

Any many graduate assistants, undergraduate work study students and clerical staff continue to work, learn and contribute to the research and dissemination projects of the center.

The Newsletter now reaches 10,000 people three times a year. Sandy Utt, its editor, has made *The Newsletter* so attractive and interesting that people are compelled to read it and stay informed.

It is nice to know that Sandy's good work is not only recognized by us but also by her own community of journalists. She recently received a Poynter Institute fellowship in recognition of her work (see related article).

It is a tribute to our accomplishments in a short six year existence, that Bonnie can comfortably take on the challenge of a major new research initiative on rural poverty.

It's my turn to "take the point," and I look forward to the challenge of expanding our work. I know I do it with strong support. When I was growing up, I had no idea I would be doing these things. But I used to think about working for the betterment of "lots of different kinds of people."

Lucky me.

Dill's comments. . .

(continued from page 3)

So, as I step out of the directorship, I do so with enthusiasm for the program, for the new director and for my own personal/professional plans. It's been a great six and one-half years and I want to take this opportunity to thank all of you who have supported me in this role.

Truthfully, there are too many of you to name and your numbers testify to the dedication and commitment which you have shared. I know that you will extend this same support to Lynn. She deserves it and with it she will continue to make this Center the kind of place we all want it to be.

Dill to research poverty; edit reader with Baca Zinn

"This rural poverty project will allow me to get back into research, but I'm not really going anywhere," Bonnie Thornton Dill, former director of the Center for Research on Women, said recently about her stepping down after six years as director.

"In fact, my new title—research professor at the Center—even indicates my continuing presence."

"I see this research as part of the focus or mission that the Center had given itself—that of focusing on southern women. This project [on rural poverty] is an expansion of that direction.

"It also is an example of where we need to be heading—that of policy-originating research."

The project, titled "Low-Income, Female Headed Families in the Rural South: A New Research Initative," has been awarded by both the Ford Foundation and the Apsen Institute. Dill has previously served on Aspen's advisory board for policy on rural poverty.

In collaboration with Michael Timberlake, Ph.D. and associate professor of sociology, Memphis State University; and Bruce Williams, Ph.D. and associate professor of sociology, University of Mississippi; the research will explore the relationship between gender, race, family structure and poverty within one community.

The project is a one-year pilot/exploratory study of the coping and survival strategies of female-headed families. Combining data collected through interview and enthnographic methods with pertinent demographic and census data, the researchers will examine the personal, social and economic functioning of both Black and White families.

Specifically, the project will explore:

- the ways women organize and meet the demands of family life, including their use of family, community and friendship networks for economic survival and for emotional and cultural sustenance;
- the structure of the local labor force and its relationship to female poverty;
- the implementation of state policies regarding welfare, women's work and economic development; and
- the relationship of welfare to family survival and family structure.

This pilot study of one southern county will expand in subsequent years to several communities in the Tennessee, Mississippi and Arkansas area.

In addition to the rural poverty program, Dill will also continue editing a reader on women of color in American society. Her co-editor is Maxine Baca Zinn, Ph.D. and professor of sociology at the University of Michigan-Flint.

Designed as a reader for upper level undergraduate students, the reader will provide a collection of readings on women of color that is cohesive in its treatment of the interdependent systems of race, class and gender oppression.

It will provide an examination of these systems in relationship to the work, family and community lives of Black, Latina, Native American and Asian American women.

Divided into three parts, the first section will include an introduction to provide the framework for the book through a discussion of race and gender studies. It will also contain a demographic and descriptive essay comparing the current status of Black, Latina, Asian American and Native American women as they relate to occupations, earnings, education, family structure, fertility and life expectancy.

Section two will examine social organization and the placement of women of color within American society; section three will address questions of how women create meaningful lives in the face of social structural constraints. It will present examples of the ways they survive, resist and cope in the face of race, class and gender oppression.

The book is scheduled for a fall 1989 delivery.

Sandra H. Utt

Utt wins graphics fellow; to travel to Florida

Summer will find one member of the professional staff for the Center for Research on Women mixing sun, fun and work on a Macintosh.

Sandra H. Utt, assistant professor of journalism and editor of *The Newsletter*, has been awarded a Teaching Fellowship to study graphics at the Poynter Institute for Media Studies in St. Petersburg, Fla.

The fellowship is designed for university teachers who incorporate newspaper design, typography and graphics into their editing courses or who devote entire courses to those subjects.

Utt teaches basic graphic design in addition to her advertising courses at Memphis State University.

The week-long course combines practical and pedagogical aspects of newspaper design and typography.

Participants attend lectures, design pages in practicum sessions, discuss curricula and work closely with a faculty of distinguished newspaper designers and academicians.

"The Poynter Institute for Media Studies has a national reputation," Utt said, "and I was very pleased to hear that I was one of the 15 participants.

"What I learn," she continued, "I will not only use in the classroom, but also in working with the Center's newsletter. Also, one week in Florida isn't bad either."

Clearinghouse Column:

Zavella examines Chicano families, cannery workers' employment

Patricia Zavella, Women's Work and Chicano Families: Cannery Workers in the Santa Clara Valley. Ithaca: Cornell University Press, 1987, pp. 191, Cloth, $ 35.00, paper, $10.95.

Current interest in the relationship between work and family draws attention to the absence of research on Chicanas in women's studies. The early research that included Chicanas was on the Chicano family. Even within the context of the family, little attention was given to women's paid and unpaid labor.

Only in the 1980's has an interest in Chicanas as workers appeared in labor studies (for example, see Gonzalez, 1983; Garcia, 1980). New historical studies have analyzed Chicana union activity, including the International Ladies Garment Workers Union (Vasquez, 1980; Monroy, 1980; Duron, 1984), the United Cannery, Agricultural, Packing, and Allied Workers of America (Ruiz, 1987), and the Farah strike (Coyle, 1984).

Comparative studies between Chicano males and females and White males and females have shed light on how class, race, and gender affect Chicana participation in the labor market (e.g., Arroyo, 1983; Segura, 1984; Romero, 1986).

Other quantitative studies measure various factors known to affect women's labor force participation and earnings, such as schooling, fertility, and wage differentials in occupations.

Mary Romero

However, we are still left with enormous questions in understanding Chicanas as workers and family members. What motivates her work? What does she like and dislike about her work? How does she respond to different kinds of supervision and different types of work situations? How does she interact with co-workers? How does the Chicano family change when mothers work?

Patricia Zavella's book tackles these questions in her study on Chicana cannery workers of the Santa Clara Valley.

Grounded in an exhaustive social history of agricultural and canning industry in the Santa Clara Valley, Zavella weaves together Chicanas' work experience in the canneries and the family.

Combining the existing literature on the Chicano family and labor studies, as well as feminist literature on the sexual division of household labor, her ethnographic interviews lead to conceptual revisions and elaborations. Zavella questions past family research bias and broadens the research area of work and family.

Zavella's overview of the canning industry reveals "a bifurcated internal labor market that included occupational segregation by sex and race."

Early in the industry's development jobs were classified as "women's" and "men's" work and paid the traditional wage differential. Later, mechanization of the industry did not alter sex distinctions between jobs. As immigrant and racial groups joined the expanding canning labor force, immigrant and minority women were relegated to manual and seasonal employment.

Labor unions tended to accept the industry's division of labor. As a result of these labor practices, the industry developed a largely seasonal female labor force.

Zavella uncovers how the seasonal nature of employment in the cannery came to be defined as a relatively good position. Compared to other jobs available (fieldwork and packing-house work), cannery jobs offered higher wages and better working conditions.

Furthermore, the women believe the cannery job to be temporary and compatible with fulfilling family obligations. Thus, even though, Chicano hus-

(continued on page 8)

Migration research needs to look at total household

By Julia Curry

Commonly, migration literature addresses the process of migration as well as experiences of individual migrants as though they were one and the same.

In general discussion of migration, little consideration is given to the impact of migration in a dynamic sense—for example, upon non-migrating household members.

Yet, there is a collaborative participation in the migration of any family member. That is, migration may be encouraged and facilitated by non-migrating individuals.

While migration may be an individual act, the process of immigration involves the contribution of many individuals who provide experiences, contacts, financial support as well as assistance to remaining household members.

My two assertions are that immigration is a process established to meet labor needs and that contemporary immigration relies upon historical antecedents in patterns of economic development and human action.

Thus undocumented immigration is seen as a social construction resulting from fluctuations in migration policies, economic fluctuations and human behavior.

In any case, social conditions which create the possibility of labor migration

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Chicanas, Mexicanas

A Selected Bibliography

A selected bibliography with references taken from the Center for Research on Women's data base. If interested, a search of the Research Clearinghouse costs $7 for up to 10 references, an additional charge of 10 cents is assessed for each reference over 10. Tennessee requestors pay 7.75% sales tax.

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MALCS: women dedicated to progressive social change

By Adaljiza Sosa Riddell

Mujeres Activas en Letras y Cambio Social, MALCS.

Its literal translation is women active in letters and social change but more accurately it refers to women who dedicate their research and writing efforts to progressive social change.

Formed in June 1982, our group began with a small number of women from several northern California campuses. Most of us identify as Chicanas.

Our name thus contains the three elements we all shared, and that we wanted to share with others—that we were women of Mexican or Latino descent and that we wanted to express our ideas and passion for our people—Chicanos in the USA.

To that end we wrote the following declaration:

We are the daughters of Chicano working class families involved in higher education.

We were raised in labor camps and urban barrios, where sharing our resources was the basis of survival. Our

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The Newsletter is published tri-yearly by the Center for Research on Women at Memphis State University. All questions, comments and articles should be addressed to the editor, Dr. Sandra H. Utt, Department of Journalism, Memphis State University, Memphis, TN. 38152.

Editor — Sandra H. Utt, Ph.D
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Logo by John Christopher

Migration.....

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as a life option for individuals in sending societies are complex.

My studies have entailed the broad social category of Mexican women, and the social process of undocumented immigration, which required a multi-level analytical scope.

At the macro-structural level, we must consider the social structures in which immigration takes place.

Specifically, one must unravel, in the study of migration, the implementation of immigration as a means of meeting labor market needs.

At the micro-level, the impact of such structures must be assess in terms of consequences and responses of individual immigrants.

Julia Curry , Ph.D. in sociology, presently works in the Chicano Studies Research Center at the University of California-Los Angeles. She has written about the impact of the amnesty act on Mexican women and Chicanas. In the fall she will be an assistant professor at Arizona State University in Tempe.

The Simpson-Rodino Act

The New Immigration Law, also known as the Simpson-Rodino Immigration Reform and Control Act was passed on Nov. 6, 1982.

According to the law, "temporary residence will be granted to those who can prove that they have lived illegally in the United States on a continual basis since Jan. 1, 1982."

The one-year period of applying for temporary residence ended May 4, 1988, with a two-month extension granted for providing additional documentation.

After 18 months, migrants can apply for permanent residence. Prequisites include: familiarity with English and the U.S. political system and history or enrollment in a government approved preparatory course.

Under the new law, employers are liable to be fined or even jailed for employing undocumented workers after Nov. 6, 1986.

Employers will be responsible for reviewing the documentation of all employers hired after June 1, 1987.

Romero's review.....

(continued from page 6)

bands and wives expect women to be full-time housewives and mothers, many married Chicanas are forced into the labor force. Work histories illustrate the periodic entering and leaving of jobs that is characteristic of many working mothers.

Not only do Chicanas face the job market with little education and training, and in some cases, limited English abilities, they are also restrained by the local labor needs.

Zavella shows how the family and local labor market represent two sets of constraints in which cannery work emerges as "the best solution to married women's problems."

She suggests that women may "contribute to their own segregation at work" by seeking employment that allows them to fulfill family obligations.

Zavella explores the work process through cannery work culture. The everyday working conditions and degradation Chicanas experience on the job are part of the detailed descriptions of the production processes in the canneries.

High injury rates emphasize the numerous health hazards. Accounts comparing "women's" work with "men's" work, demonstrate the different degrees of independence, freedom of movement, responsibility and opportunities for interaction with other workers.

Cannery work culture is illustrated in the discussion of work-based networks. Informal networks reflect occupational segregation and function to limit job mobility. Zavella found that Mexicanas and Chicanas do not necessarily belong to the same network. Tension between the two is exacerbated by the competition for entry-level jobs and by supervisors who hire and promote along ethnic and gender lines.

In spite of the shortcomings of seasonal employment in the cannery, Chicanas were taken by comparatively high wages along with unemployment benefits and perceived the work as "only a temporary infringement upon their lives."

However, Zavella's closer look at the impact of women's employment reveals a variety of changes occurring within the Chicano family.

The analysis of child care identifies disruptions in daily routines. Child care is significant because past researchers have argued that Chicanos rely heavily upon relatives for babysitting; however, Zavella found the opposite to be the case.

She points out that Chicana labor participation has increased and more families have relocated, resulting in fewer unemployed women relatives available to provide child care. Consequently, cannery workers hire bilingual and bi-cultural babysitters from the community.

When women contribute financially, the traditional division of household labor can no longer be taken-for-granted. Most families recognize that women's income provides the family with a higher standard of living.

Since most Chicana cannery workers pride themselves on being homeworkers, they do not expect their husband to share equally with household labor, yet they did expect some help. Although the shift in household labor is minimal, the disruption in the family's daily routine is significant enough to cause tensions. Quitting and divorce are two possible responses to an unchanging family environment.

Zavella's study also reveals the significance of work related friendships. This is particularly important in light of the commonly held view of Chicano culture as "familistic" and their reliance upon kin as sole support networks.

During the off-season, cannery workers maintained their work relationships by visiting, telephoning and getting together socially. Co-worker friends were integrated into each other's family life by including husbands and children in a variety of social activities.

Work related networks were a source of information and emotional support. Networks were also influential in promotions, union organizing, and everyday struggles at work.

Women's Work and Chicano Families represents a refreshing approach to the relationship between work and family in the lives of Chicanas. Ethnographic interviews provide data to explore Chicanas as workers, their likes and dislikes as well as struggles for acceptance.

The book also examines Chicanas as working mothers and wives, their changing expectations and attempts to survive. Patricia Zavella's book is a major contribution to women's studies.

Mary Romero
Yale University

MALCS.....

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values, our strength, derive from where we come.

Our history is the story of working people—their struggles, commitments, strengths, and the problems they faced.

We document, analyze and interpret the Chicano/Mexicano/Latino experience in the United States.

We are particularly concerned with the conditions women face at work, in and out of the home. We continue our mothers' struggle for social and economic justice.

The scarcity of Chicanas in institutions of higher education requires that we join together to identify our common problems, to support each other and to define collective solutions.

Our purpose is to fight race, class and gender oppression we have experienced in the universities.

Further, we reject the separation of academic scholarship and community involvement. Our research strives to bridge the gap between intellectual work and active commitment to our communities.

We draw upon a tradition of political struggle. We see ourselves developing strategies for social change—a change emanating from our communities. We declare our commitment to seek social, economic and political change through our work and collective action.

We welcome Chicanas who share these goals and invite them to join us.

From those beginnings, MALCS has grown into an organization with several regional chapters throughout the United States. While our membership is small, our contacts are extensive.

We publish a quarterly Newsletter, La Noticiera de MALCS, which is mailed out to over 400 women , Chicano Studies Centers, Chicana Studies Libraries and other interested parties.

Although the Noticiera is intended primarily to keep MALCS members informed of activities of MALCS, it is useful for everyone who is interested in issued and activities pertinent to Chicanas/Latinas academics. Anyone can subscribe to La Noticiera.

Two other very important activities which MALCS sponsors and organizes are the publication of a monograph series and the Chicana/Latina Summer Institute.

The publication is a working-paper series entitled—Trabajos Monograficos: Studies in Chicana/Latina Research.

It is co-sponsored by the Women's Resource and Research Center, UC Davis, the Chicano Studies Program, UC Davis and MALCS.

Our intent is to document, analyze and interpret the Chicana/Latina experience through original research, critical analysis, and creative writing. Our goal is to provide a forum for the discussion of Chicana/Latina issues and voices as well as an opportunity for Chicana/Latina scholars to publish their work.

We are planning to expand this series

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Book review

Deutsch examines history of Mexicans in Southwest

Sarah Deutsch, *No Separate Refuge: Culture, Class, and Gender on an Anglo-Hispanic Frontier in the American Southwest, 1880-1940.* New York: Oxford University Press, 1987, pp. 368, $34.50.

Deutsch has written a rich and well-researched history of Mexican villagers, known as "Manitos," meaning brothers and sisters, in New Mexico and Colorado from 1880-1940.

Her research addresses critical issues of culture, class and gender in the multi-dimensional interactions between the Manitos and Euro-Americans in the Southwest.

By using the regional community as a framework, Deutsch is able to trace the rise of Manito culture from their village centers in northern New Mexico to their migratory patterns into the periphery of mining towns and beet-growing counties in Colorado. In the adaptation, Deutsch records the transformation of most Mexicans—Manito or more recent immigrants—to second-class citizenship which served to keep Mexican workers in a seasonal laboring class.

At the core of her study is the central role of women in village culture. Deutsch's work is a sharp contrast to earlier historical studies which viewed Mexican women as "submissive, cloistered and powerless."

Manitas owned and managed their own property and livestock (mostly sheep).

They also planted, cultivated and harvested gardens, wove rugs, took in laundry and bartered labor with their neighbors. Women also "plastered houses, baked bread, spun wool and stuffed mattresses in groups." As a community, Manitas lead religious services dedicated to the Blessed Mother.

Mexican women could attain well-respected places in village culture through such roles as parteras (midwife) and curandera (herbal healer).

Women who wanted to become parteras had to undergo an apprenticeship in which women handed down to other women knowledge and authority about childbirth. For many people in the villages, the partera became a wise counselor and leader.

It was a custom among girls to choose each other for a "comadre" (co-mother) relationship. Each friend would have her best friend be the "madrina" (godmother) for her children.

Elizabeth Salas

Together with the husband becoming a "copadre" both couples shared the parenting. In time, the comadre relationship grew to include maternal and paternal grandparents to sponsor children. As a result, the village community was constantly being reinforced by these close and special relationships.

In the case of the death of a parent, it was often the godmother or grandmother who would raise the orphaned child. It was common for grandparents to take care of children or orphans. Often this system helped to ensure companionship and care for the grandparents who might otherwise have been isolated and lonely in village life.

It was this woman-centered village culture that Protestant women missionaries entered in the 1900s to "Americanize" and "Christianize" the people. These Euro-American women missionaries replaced in many instances local school teachers who were the female relatives of prominent local families.

The goal of these missionaries was to deliver a "female version" of Yankee paternalism which Deutsch called "maternalism." Churchwomen wanted Manitas to be better mothers, cleaner housekeepers, buyers of consumer

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Study indicates race, class account for differences in volunteering for research

Despite a multiplicity of methods used to solicit subjects, White women raised in middle-class families who worked in male-dominated occupations were the most likely to volunteer [three times more than Black women raised in the middle class]; and White women were more than twice as likely to respond to media solicitations and letters than Black women.

These findings are part of "Race and Class Bias in Qualitative Research on Women" by Lynn Weber Cannon, Elizabeth Higginbotham and Marianne L. A. Leung.

This paper has been accepted for publication in *Gender & Society*, the official publication of Sociologists for Women in Society.

In the new article, which focuses on qualitative methods in women's studies research, the authors describe how exploratory studies which are dependent upon volunteer subjects are especially vulnerable to race and class bias.

The article illustrates how inattention to race and class as critical dimensions in women's lives can produced biased research samples and lead to false conclusions.

It analyzes the race and class background of 400 women who volunteered to participate in an in-depth study of Black and White professional, managerial and administrative women.

To recruit most Black subjects and address their concerns about participation required more labor-intensive strategies involving personal contact.

The paper discusses reasons for differential volunteering and ways to integrate race and class into qualitative research on women.

Scholars probe why preliminary findings show race, class differences in depressive symptoms

Black women raised in the middle class and White women raised in the working class exhibit more depressive symptoms than their counterparts, according to Lynn Weber Cannon, director of the Center for Research on Women, and Elizabeth Higginbotham, publications director for the Center.

These first findings are part of the final report to the National Institute of Mental Health for Cannon and Higginbotham's 1985 research grant for a project entitled, "Race, Social Mobility, and Women's Mental Health."

Depression is a major mental health problem which NIMH estimates affects ten million Americans per year.

Some of the symptoms include persistent sad, anxious or "empty mood," feelings of hopelessness, pessimism, feelings of guilt, worthlessness, helplessness, decreased energy, fatigue, difficulty concentrating, headaches, and digestive disorders.

In Cannon and Higginbotham's study depression symptoms were measured by the the Center for Epidemiologic Studies-Depression Scale (CES-D Scale), a 20-item instrument.

The authors will continue to examine a variety of dimensions to shed light on these findings.

Prominent among them are the roles of race and class background in shaping differing expectations for and experiences in work relationships (e.g., relationships with working class clients and middle class peers) and family life (e.g., with middle class and working class families of origin, spouses and children).

The study's preliminary findings were not due to race or class differences in age, employment status, job status, education and occupation, because the authors matched subjects along these dimensions.

Furthermore, additional tests reveal that these race/class variations were not due to differences in personal or family income, workload, physical health status, perceived health or recent life events.

These two groups [raised middle class Black women and raised working class White women] represent approximately one-third each of Black and White middle class women.

They also represent "hidden groups" in most studies of the middle class because the Black middle class is typically assumed to be upwardly mobile, while the White middle class is not.

As women in America face new roles, many studies have begun to describe how "professional women," "superwomen" or "women managers" integrate their work and personal lives.

Most of these studies have focused on what might be labeled "the generic woman"—that is, a young (baby boomer)—White, urban, middle class professional or manager.

Although Higginbotham and Cannon studied both Black and White women, in most other respects the women they studied are similar to "the generic woman."

In contrast to other studies, however, they focus on the diversity among these women, comparing women's experiences across race (Black and White), social class background (raised in working class or middle class families), and the gender composition of their occupations (working in traditionally female and traditionally male fields).

In the last 20 years, the lives of women have changed significantly as growth in the service sectors and shifts in racial and gender barriers permitted the entrance of more women into professional, managerial, and administrative positions.

This generation also benefitted from financial aid and scholarships which made college and thus mobility a reality for many men and women from the working class.

Upward mobility is defined as movement from a working class family of origin to a professional-managerial or middle class destination. The middle class is characterized by the power and control it exerts in relation to the working class, not merely by its economic and educational advantages.

The subjective experience of mobility in the lives of Black and White women who are currently employed in similar jobs, but different in their class of origin is one focus of their study.

The subjects were professional, managerial and administrative women employed full-time in the Memphis area. Two hundred college educated women, born between 1945 and 1960, were interviewed in person for two to three hours for the study.

The in-depth interview covered family background, educational experiences, support networks, early career decisions, current employment setting and family life, as well as mental health and general well-being.

Since 1985, Higginbotham, Cannon, and members of their research team have been collecting and coding the data, analyzing quantitative and qualitative items from this project.

"Rethinking Mobility: Towards a Race and Gender Inclusive Theory," recently published by the Center for Research on Women, highlights the theoretical foundations of Higginbotham and Cannon's work on Black and White professional, managerial and administrative women.

In this paper, the authors critique traditional scholarship on upward social mobility and identify some themes to guide the development of a race and gender inclusive theory of the subjective experiences of upward mobility. The authors conclude that theories of mobility must be race and gender specific, because the experience is shaped by race and gender inequalities. (See order form on page 15)

Rebecca Guy, Ph.D. and chair of the department of sociology at Memphis State University, has joined Higginbotham and Cannon on the project.

Working with graduate students pursuing degrees in sociology and other fields at Memphis State, they intend to devote years to analyzing the data derived from this study.

Also in the near future the co-project directors are planning to seek additional funding to support the data analysis on this project.

Three southern centers to present during ASA/SWS

Three centers for research on women in the South will make a presentation about their work at this year's annual meetings of the American Sociological Association and Sociologists for Women in Society in Atlanta in August.

The Centers from Memphis State University, Spelman College and Duke-University of North Carolina will also be honored at a reception on Friday, Aug. 26 from 3-5 p.m. at the Women's Research and Resource Center at Spelman College.

The reception is a special celebration for the significant contributions to women's studies made by the three Southern centers as they were initially funded at the same time in the early 1980s and have all grown significantly.

Beverly Guy-Sheftall, director of the Women's Research and Resource Center at Spelman College, also edits *SAGE, A Scholarly Journal on Black Women.*

Publishing bi-annually since 1984, *SAGE* has distinguished itself in presenting exciting special issues on Black women's education, mothers and daughters, workers and health.

Under Guy-Sheftall's leadership, Spelman's Center has also pioneered curriculum development on Black women, especially in southern colleges.

The Duke-University of North Carolina Center for Research on Women is also well known for its work in curriculum change.

William Chafe, the academic director, and the project directors, Sandra Morgen (1982-1985) and Christina Greene (1985 to the present), have secured grants from the Ford Foundation, Rockefeller Foundation and other sources for scholars in residence, curriculum projects, conferences and research efforts.

The North Carolina Center was the major impetus for moving *SIGNS: Journal of Women and Culture in Society* to the South with the Duke-UNC center as the journal's current editorial home.

Their 1986 conference, "Black Women's Leadership: Strategies and Challenges," brought many speakers to Durham for a comprehensive look at the diversity of Black women's achievements. Earlier this year the Center coordinated the Southeastern Women's Association (SEWSA) meetings.

Additionally, the Center has given curriculum development awards and held a three-week Women's Studies Summer Institutes for many years.

Over the years, the three Centers have collaborated on several projects, including the publication of *Southern Women: The Intersection of Race, Class and Gender*, a series of working papers written by social scientists. This series is designed to help scholars develop papers on southern women for publication and also provide educators with resources for the classroom.

Elizabeth Higginbotham, publications director for the Center for Research on Women at Memphis State University, is the project director for *Southern Women.* Requests for more information about that program should be directed to her.

For more information about the Atlanta reception, call the Spelman Center (404) 681-3643.

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MALCS.....

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to include the publication of occasional monographs and theses or dissertations.

Perhaps our most significant contribution to the academic success of Chicana/Latina scholars, the development of Chicana scholarship and curriculum, and the raising of issues pertinent to the Chicano community has been the Chicana/Latina Summer Institute.

We derived much inspiration for our summer institute from the Summer Research Institutes on Race and Gender sponsored by the Center for Research on Women at Memphis State University in 1983 and 1986.

The goals of the Chicana/Latina Summer Institute include the following:

- Develop research and academic/professional skills of Chicana/Latina scholars;
- Encourage mujeres, undergraduates, graduates, or working in academia, to conduct research and writing on Chicana/Latina issues;
- Disseminate the latest research information on Chicanas/Latinas; and
- Plan future Chicana/Latina Summer Institutes.

This Institute is held each year during the month of July and has been held at the University of California Davis. In the future, it may rotate to other UC campuses or other institutions with a strong MALCS chapter.

In the next two or three years, MALCS plans to establish a permanent Chicana/Latina Research Center at a University of California campus or at some other appropriate research institution. Such a research center will be the culmination of a dream which has been conceived of and worked toward for more than two decades.

For more information write to MALCS , c/o Alma Garcia, Ethnic Studies Program, Santa Clara University, Santa Clara, CA 95053.

Atlanta conference to examine role of women in Civil Rights Movement

What role did women play in the Civil Rights Movement?

That question and more will be answered during "Trailblazers and Torchbearers: Women in the Civil Rights Movement 1941-1965," a national conference in Atlanta in October.

The conference, jointly sponsored by the Martin Luther King Jr. Center for Nonviolent Social Change, Inc. and Georgia State University, will be held in conjunction with the opening of the Rosa Parks Exhibit at the Center.

Designed to examine the little-analyzed role of women of all races during the Civil Rights Movement, the conference will include more than 50 plenary and paper sessions, representing not only scholarly work but also several of the major Civil Rights organizations, including the NAACP Legal Defense Fund, the Southern Christian Leadership Conference, the Student Non-Violent Coordinating Committee and the Young Women's Christian Association (YWCA).

Each day has a theme to be carried out through speakers, panel and paper sessions. The theme of the first day, Oct. 12, "Get On Board Children," links the women of the church and their work for social change.

Coretta Scott King will deliver the Fannie Lou Hamer Memorial Lecture. The evening reception will highlight a Freedom Song Fest, where many Civil Rights singers will be reunited.

The second day, Oct. 13, will feature "Empowerment, Citizenship and Community Building." Women attaining citizenship rights and desegregating public transportation and schools will be highlighted. Dr. Gwendolyn Calvert Baker, national board member of the YWCA, will deliver the Ella Baker Memorial Lecture.

Mrs. Rosa Parks will dedicate her named conference room at the Center for Nonviolent Social Change, Inc.; and Johnetta Cole, the new president of Spelman College, will deliver the Trailblazers and Torchbearers dinner address, honoring Parks.

The third day will feature the theme "Carry the Torch: In the Intersection of Race, Class and Gender" and will examine the historical role of traditional and non-traditional organizing during the Civil Rights era.

The registration fee before Aug 15 is $85. After that date, the registration fee is $100. The Trailblazers and Torchbearers dinner is an additional $50.

For more information, contact Marymal Dryden, unit head, public services; Division of Continuing Education; Georgia State University; University Plaza, Atlanta, Ga. 30303-3096 or (404) 651-3476.

Salas' review.....

(continued from page 11)

household technology and thrifty wives.

But Deutsch showed that the Manitas were able to withstand this cultural assault to their centrality in village culture, as well as to remake the churchwomen into Mexican versions of nuns, teachers, and midwives. In this way Manita culture absorbed the good aspects of Americanization—education, technology—without losing their cultural values and village integrity.

It was in the migratory flow into Colorado, however, that Manitas lost a great deal of their power. Mining and agricultural towns were not structured like the New Mexico villages. Men and women were there primarily as cheap labor, living in grid-shaped company towns instead of plaza or communally centered villages.

Without access to individual property, flocks of sheep, the garden, church and family oriented events, women's activities ceased to be at the core of the town's life.

Deutsch attributes this marginality of the Manitas in Colorado to an "Americanization of gender roles" which other groups of U.S. women had encountered as this country industrialized in the nineteenth century.

Deutsch's study is well worth reading, not only for its portrayal of Manito culture in New Mexico and its expansion into Colorado, but most importantly, because she places gender considerations at the core of historical inquiry about an ethnic and racial social system.

Elizabeth Salas
University of Washington

News Briefs

UA to offer masters

The University of Alabama is now offering a master of arts in women's studies.

The program requires 24 hours of credit course work, six hours of a thesis and the completion of a written comprehensive examination.

Applicants must meet the admission standards of the Graduate School of Arts and Sciences of 1000 on the GRE or 50 on the MAT.

Additionally, applicants should have had at least an introductory women's studies course or its equivalent, or take it before enrolling in the program.

For more information, write Rhoda E. Johnson, director, University of Alabama Women Studies, PO Box 1391, Tuscaloosa, Ala. 35486-1391.

Authors sought for reader

Authors are sought for original or substantially revised papers about ethnic women in the United States and Canada for a text/reader.

The planned volume will feature data-based papers by sociologists and other social scientists employing qualitative or quantitative methodologies.

Papers should integrate race/ethnicity, gender and social class. Race/ethnicity are broadly defined to include not only women of color, but also religio-ethnic groups and those perceived as predominantly middle class or as White ethnics.

Papers incorporating sexual orientation as a variable, analyzing racial/ethnic differences in the lesbian community or addressing methodological issues in ethnic women are also sought.

The primary audience for this book will be women's studies classes that go beyond the study of middle class White women. Interested authors should send an abstract of their proposed paper to: Marcia Texler Segal, academic affairs, Indiana University Southeast, 4201 Grant Line Rd., New Albany, Ind. 47150.

SAGE issues call

SAGE: A Scholarly Journal on Black Women has issued two calls.

The first call is for submission for the the leadership issue (Vol 5, No 2). Deadline for essays, articles, narratives, interviews, profiles of leaders or reports and analyses of Black women's roles as change agents is July 15.

The second deadline is Jan. 15, 1989 for the issue on Black women's studies (Vol.6, No. 1). This issue will include essays that describe teaching strategies, theory and methodology in Black women's studies programs, personal narratives, interviews and representative syllabi.

For more information, write SAGE, PO Box 42741, Atlanta, Ga. 30311-0741.

Afro-American book now available

Afro-American Women Writers 1746-1933 is now available from G.K. Hall & Co.

Edited by Ann Allen Shockley, an associate librarian for special collection and university archivist at Fisk University, this anthology includes not only recognized poets and novelists but also newly discovered and previously inaccessible writings by Black women writers, including slaves, ministers and educators.

The text is arranged chronologically: the Colonial era to the Civil War, Reconstruction to the 20th century, pre World World I to the New Negro Movement and the Harlem Renaissance.

New Feminist Library to create motherhood book

Scholars wishing to participate in the process of creating a book about motherhood should contact the New Feminist Library, c/o Monthly Review, 122 W. 27th St., New York, N. Y. 10001.

The book will include a collection of articles which reflect the broad diversity of experiences of American women, particularly women who have historically been omitted from mainstream academic discussion.

This text will be multi-racial, multi-ethnic, and take a socialist/feminist perspective on motherhood—including decisions about whether to have children at all.

Curriculum available

"An Inclusive Curriculum: Race, Class and Gender in Sociological Instruction" is now available.

This 171-page document includes: syllabi for courses specifically on race, class, and gender as well as topical courses, essays on the general topic and an introduction by the editors, Patricia Hill Collins and Margaret L. Anderson.

Interested persons should send a $10 check to the American Sociological Association Teaching Resource Center, 1722 N. Street NW, Washington, DC 20036.

New director.....

Another aspect of national reaching out has been the National Institute of Mental Health's (NIMH) project on mobility, race and women's mental health.

"Both Elizabeth [Higginbotham, publications director for the Center] and I have written papers, gathered a database, prepared the final report and are beginning to present the findings; for example, at the American Sociological Association meeting in August.

"This material has already served as the basis of two completed master's theses and a dissertation and a master's thesis to be completed this summer."

The Research Clearinghouse, both in book form and on floppy disks, which should be available in the fall, is another method of national dissemination. "With more than 3,000 citations, the clearinghouse has served both the region and the nation well. Even with the time consuming method of writing to us for a search, we have disseminated the information to a wealth of scholars."

"And lastly, with a base budget from the University after 6 1/2 years, we can continue to count on the University for base-line support. I would say the future looks good."

For sale from the Center

BIBLIOGRAPHIES

_____1. *Selected Bibliography of Social Science Readings on Women of Color in the United States.* This reference tool is an extensive bibliography of social science research on Afro-Americans, Asian Americans, Latinas and Native Americans. It also contains general citations on people of color and a selection of titles of general works on women. 38 pages (revised February, 1988). Price $5.00.

_____2. *Selected Bibliography on Southern Women.* This bibliography contains citations to history, social science and personal narratives on southern women; most of the citations are annotated. 49 pages (revised February, 1988). Price $5.00.

RESEARCH PAPERS

_____1. *Class Perceptions in the Black Community* by Lynn Weber Cannon and Reeve Vanneman. 27 pages (1985). Price $4.00.

_____2. *Work and Survival for Black Women* by Elizabeth Higginbotham. 17 pages (1984). Price $3.00.

_____3. *Employment for Professional Black Women in the Twentieth Century* by Elizabeth Higginbotham. 34 pages (1985). Price $4.00.

_____4. *Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families* by Bonnie Thornton Dill. This paper is an exploration of the impact of racial oppression on the family life of Afro-Americans, Mexican Americans, Chinese and Japanese immigrants in the 18th and 19th centuries. The author provides insights into the "double duty" for women of color during this era. 56 pages (1986). Price $5.00.

_____5. *Race and Class Bias in Research on Women: A Methodological Note* by Lynn Weber Cannon, Elizabeth Higginbotham and Marianne L. A. Leung. This study analyzes the race and class background of women who volunteered to participate in an in-depth study of professional and managerial women, documents a White middle-class bias, and illustrates how race and class may be built into the research design of exploratory studies. 51 pages (1987). Price $5.00.

_____6. *Minority Families in Crisis: The Public Discussion* by Maxine Baca Zinn. This article addresses the renewal of culture of poverty perspectives and also presents a structural alternative. 30 pages (1987). Price $4.00.

_____7. *The On-Going Struggle: Education and Mobility for Black Women* by Elizabeth Higginbotham. Reports on the secondary schooling experiences of a sample of Black women. Author is concerned with the narrow definitions of contemporary racism. 28 pages (1987). Price $4.00

_____8. *Rethinking Mobility: Towards a Race and Gender Inclusive Theory.* Elizabeth Higginbotham and Lynn Weber Cannon. Based upon an examination of social science and popular culture and analysis of two studies conducted by the authors this paper identifies three major themes which characterize the mobility experiences of White women and people of color. 60 pages (1988) Price $5.00

SOUTHERN WOMEN: THE INTERSECTION OF RACE, CLASS AND GENDER

A collaborative venture with Duke University of North Carolina Women's Studies Research Center and the Women's Research and Resource Center at Spelman College showcasing research on southern women.

_____1. *Subversive Sisterhood: Black Women and Unions in the Southern Tobacco Industry* by Dolores Janiewski. 40 pages (1984). Price $5.00.

_____2. *This Work Had A End: The Transitions from Live-in to Day Work* by Elizabeth Clark-Lewis. 56 pages (1985). Price $5.00.

_____3. *Social Change and Sexual Inequality: The Impact of the Transition from Slavery to Sharecropping on Black Women* by Susan Archer Mann. Historical data is used to examine improvements in terms of sexual equality for southern Black women after emancipation. The findings indicate that class, race, and the type of production play a critical role in shaping the nature of patriarchy and thus the degree of sexual equality. 48 pages (1986). Price $5.00.

RESEARCH CLEARINGHOUSE AND CURRICULUM INTEGRATION

_____1. *To See Ourselves, To See Our Sisters: The Challenge of Re-envisioning Curriculum Change* by Dr. Sandra Morgen. Keynote address, 1985 Workshop on Women in the Curriculum. 30 pages (1986). Price $4.00.

_____2. *Conceptual Errors Across the Curriculum: Towards a Transformation of the Tradition* by Elizabeth Minnich. Keynote address, 1986 Workshop on Women in the Curriculum. 31 pages (1986). Price $4.00.

_____3. *Transforming the Sociology of the Family: New Directions for Teaching and Texts* by Maxine Baca Zinn. A commentary on teaching the sociology of the family. 18 pages (1987) Price $4.00.

_____4. *Denying Difference: The Continuing Basis for the Exclusion of Race and Gender in the Curriculum.* Margaret Andersen. Keynote Address, 1987 Workshop on Women in the Curriculum 37 pages (1987) Price $4.00.

_____5. *Integrating All Women into the Curriculum.* Elizabeth Higginbotham. This paper identifies three essential stages to insure that curriculum integration efforts include women of color: getting information about people of color, changing the content taught, and learning new ways to promote positive classroom dynamics. 45 pages. (1988) Price $5.00.

_____6. *Mothers and Daughters: Teaching an Interdisciplinary Course.* Lorriane Mayfield. Description of a women's studies course that examines the dynamics of mother/daughter relationships within social, psychological and economic contexts. 25 pages. (1988) Price $4.00.

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Publications are also available for use in classrooms. Bookstore orders should be sent directly to the Center for Research on Women. For more information, please call JoAnn Ammons at the Center (901) 454-2770.

All orders must be prepaid. Make checks payable to Memphis State University and remit to: Center for Research on Women. Memphis State University, Memphis, Tenn. 38152. Additional fees will be assessed to defray the costs of overseas postage. Please write separate checks for publications and supporter fees. Tennessee residents should include 7.75% tax. If invoiced, a fee of $1 will be charged.

For $35 per year a subscriber will receive the new items published by the Center for one calendar year. All publications will be mailed upon their printing. They include: 2 bibliographies—Women of Color and Southern Women (both are updated yearly); 3 issues of *The Newsletter*; research papers; papers from the Southern Women Working Paper Series; and papers from the Research Clearinghouse and Curriculum Integration series.

Center for Research on Women

Memphis State University

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The Newsletter

Center for Research on Women
Memphis State University

Spring, 1988 Volume 6, Number 2

Electronic Bulletin Board now ready for use

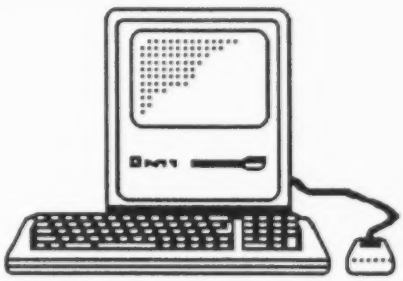
The Electronic Bulletin Board System, prepared and supervised by the Center for Research on Women, is now up and ready for use.

Services available to all callers include: job opportunities, calls for papers, upcoming conferences and other information for educators and scholars around the nation that is not published in the Center's *Newsletter* because of time or space limitation.

Additionally, services available for those users who are currently financial supporters of the Center include an expansive private and public message section, and an arena for public discussion. Topics currently being discussed include race, class, and gender in the curriculum. The bulletin board will allow educators to review comments from others and to share their own insights and experiences. An open discussion of tenure and promotion issues is also planned. The Bulletin Board also contains a large section of public domain and shareware files which can be downloaded.

"An obvious way to use the Bulletin Board," Elizabeth Higginbotham, director of publications for the Center, said, "is to create a private message section to communicate with your colleagues. If you are working on a joint project, you can upload and download text to share messages about your insights and progress.

(continued on page 8)



Curriculum integration work continues; professional staff active this summer

Curriculum integration, the process of incorporating material on women into college level courses, has become a major agenda item on many American campuses.

That effort continues at Memphis State University as the professional staff of the Center for Research on Women travels across the country speaking to that issue.

Elizabeth Higginbotham, director of publications, and Lynn Cannon, associate director of the Center, will conduct a mini-workshop, sponsored by Sociologists for Women in Society (SWS-South) in Nashville in March.

This workshop, held the day before the official opening of the Southern Sociological Society meetings, will consist of a presentation by Higginbotham on how to integrate new material on race, class and gender into sociology courses.

Cannon will focus on classroom dynamics, particularly between White faculty and Black students. Her presentation will include a review of guidelines for classroom interaction that foster an appreciation of the diversity of students' experiences.

In July, the American Sociological Association's Teaching Services Project, a model of professional associations' involvement in enhancing teaching on both undergraduate and graduate levels, will sponsor a workshop entitled "Integrating the New Scholarship on Women into the Sociology Curriculum."

Scheduled from July 7 -9 at San Francisco State University, this event is cosponsored with the ASA Section on Sex and Gender.

In addition to addressing how to integrate the diversity of women's experiences into introductory courses and electives in the field, the workshop will highlight feminist theory and the "gendered" construction of traditional sociological categories and methodologies.

Higginbotham will be on the faculty along with Rachel Kahn-Hut, San Francisco State University; Catherine Berheide, Skidmore College; and Mike Messner, the University of Southern California. Tuition is $175, without meals and lodging, and $245, with meals and lodging.

For information, write or call Kahn-Hut, Department of Sociology, San Francisco State University, San Francisco, CA. 94132, (415) 469-2401.

In other activities, Bonnie Thornton Dill, director of the Center, has lectured and consulted at the University of Massachusetts at Amherst, Ohio State University and the University of California at Santa Barbara.

Additionally, Cannon has spoken with administrators at the University of Delaware and with faculty and students at Temple University. She will also consult at the University of Delaware this spring.

Higginbotham has spoken with faculty and students at Macalester College in St. Paul, the University of Minnesota and Drew University in Madison, NJ.

This year, the Center plans to publish as part of its Research Clearinghouse and Curriculum Integration Project paper series an address by Higginbotham on integrating race and gender into the social science curriculum and a selection on teaching a course on Mothers and Daughters developed by Lorraine Mayfield of Old Dominion University.

The annual Workshop on Women in the Curriculum targeted to faculty in the social sciences and history, with attention on the diversity of women's experiences, will not be held this summer.

Director's Comments

Women have legacy of struggling for themselves, their families

By Bonnie Thornton Dill

Among the riches that have been unearthed by research and scholarship on women has been the legacy of women's active struggle for dignity for themselves, their families and their communities.

This issue of the *Newsletter* celebrates women's resistance and involvement in social change. As I sat down to write these comments, several recent experiences came to mind. Each of these deepened and enriched my own appreciation of the ways women have worked to improve their society.

Fittingly, this issue of the *Newsletter*, coincides with the publication of several important new books on this subject. Two are reviewed herein and one is mentioned. I want to say more about the third book because it provides an important revisionist framework for thinking about women's "political" activity.

Bookman and Morgen, in *Women and the Politics of Empowerment* (see p.6) argue for a broader understanding of women's political action—especially that of working class women. They suggest that empowerment is not merely a form of individual self-assertion that "derives from upward mobility or personal advancement."

Rather, they point to the experience of working class women "for whom 'feeling powerful' is constrained....by gender as well as race and class....[all of which] limit their access to economic resources and political power. For these women, empowerment begins when they recognize the systemic forces that oppress them and when they act to change the conditions of their lives....It is a process aimed at consolidating, maintaining or changing the nature and distribution of power in a particular cultural context." (p.4)

They identify three patterns that have characterized political organization among women: (1) working class women have formed coalitions with both middle class women and working class men to improve conditions in the community and in the workplace; (2) White women and women of color have most often worked in separate or partial organizations; and (3) the activities of working class women are largely unrecognized today and probably in the past.

The book discounts the popular notion that working class women are part of the "silent majority." Through a series of articles that present research findings on women involved in a wide range of work settings—from private household work, through work in electronics and cannery factories, community uplift and street-vending, the authors demonstrate the extent and nature of women's political action.

Within an international context, I was struck by the question of working-class women's efforts to bring about political change when I recently viewed the film *Maids and Madams* (Filmakers Library, Inc.); a film about private household workers and their employers in South Africa.

The film poignantly illustrates the constraints that the system of apartheid places upon the work, family and community lives of Black women there. In South Africa, the organization of work and the system of land tenure forces many women to leave their children in the so-called Black homelands and move to distant urban areas to work and live, most often as maids, in the homes of White employers.

The conditions are extremely harsh but they are not entirely unfamiliar to those of us who have studied this occupation in the United States and other parts of the world. The sources of hope in the film are the individual maids and the organizations of women who have come together to address employment issues such things as severance pay, working conditions, and finding work.

In addition, the film portrays the efforts of women to address the sensitive issue of loneliness and isolation of the workers, the problems of caring for their children and the resentment their children feel toward the Whites who employ their mother.

While many of these programs do not challenge the fundamental basis on which the system of apartheid rests, they are involving women in collective action, and this will provide the groundwork for working class women's involvement in broader efforts to restructure the society.

At home, on the local level, there are the Women of Achievement Awards (see p. 5). Every year, Women of Achievement brings together the broadest spectrum of women that I have ever seen gathered together in this community. It is a joint effort of professional and working class women, of women's organizations and individual women, of adult women and of girls from the local girls clubs, of Black and White women, of native born and foreign born women, of first world and third world women, of straight and lesbian women, and of women of many faiths.

Each in year in Memphis, six living women and one deceased woman are honored for their achievements in several different areas representing qualities that are essential characteristics of women's social change activities.

The importance of this event which was conceived, planned and organized by women in this community is that it affirms for everyone the continuing ways that women are engaged in helping other women and in changing work and community life for themselves. It reminds each of us that our efforts to improve the human condition are worthwhile, and that we must reach out to enlarge the circle of women who work with us.

Women of Achievement, is a very direct and personal indication that the legacy lives and each year those of us who attend and participate are reminded and reinspired.

The Newsletter is published tri-yearly by the Center for Research on Women at Memphis State University. All questions, comments and articles should be addressed to the editor, Dr. Sandra H. Utt, Department of Journalism, Memphis State University, Memphis, TN 38152.

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Book Review

Robinson's memoir reviews early Civil Rights Movement

The Montgomery Bus Boycott and the Women Who Started It, JoAnn Robinson, edited by David F. Garrow. University of Tennessee Press, Knoxville. 1987, Hardcover, $24.95, paperback, $12.95.

Barbara Ransby

Primary historical works, memoirs, diaries and autobiographies written by the historical participants themselves, represent priceless resources for the contemporary reader and scholar.

Such works breathe life into historical events in a way that scholarly texts simply cannot. They also contribute immeasurably to our ability to not only understand but to actually feel what life might have been like in a different time and place.

JoAnn Gibson Robinson's recently published memoir of her role in the early Civil Rights movement represents such a contribution. The book, *The Montgomery Bus Boycott and the Women Who Started It*, recounts Ms. Robinson's role as leader of the Women's Political Council and the group's activities in the 1955-56 bus boycott, which was a critical turning point in the modern Civil Rights movement.

There have, of course, been several important works by women Civil Rights activists published in the last few years. However, Ms. Robinson's book makes three unique contributions to our understanding of the period.

First, in telling her own story in painstaking detail, Robinson also gives names and faces to hundreds of previously anonymous Black southern women who collectively represented a powerful force in the Montgomery campaign and in the larger Civil Rights movement.

Secondly, Robinson counters the popular notion that Rosa Parks' action on December 1, 1955 was spontaneous and isolated.

On the contrary, Robinson reiterates Aldon Morris' thesis regarding the continuity and interconnectedness of the struggle for Black liberation over time, by carefully outlining the boycott's political antecedents.

Thirdly, since JoAnn Robinson's political activities were largely on the local level, her story reminds us of grassroot day to day struggles in communities throughout the South. These actions were the foundation of the national Civil Rights movement that emerged in the 1950s and 1960s.

Through Robinson's eyes and recollections, we see ordinary men and women engaging in the extraordinary process of social change. Their political activities were rooted in the neighborhoods, families, organizations and churches of which they were part.

The Montgomery campaign, like the phase of the movement to which it gave birth, was in its essence, a grassroots struggle of ordinary people. Its potency was realized when, as Robinson suggests, "...the leaders finally caught up with the masses."

One of the most significant features of Robinson's memoir is her description of the integral role played by women in the Montgomery movement; not only as foot soldiers and followers, but as initiators, strategists, and tacticians.

The Women's Political Council (WPC), of which Robinson was a leader, was founded in 1946 determined to "...cope with any injustices, no matter what, against the darker sect."

This Black women's organization had been collecting and reporting complaints of racism, petitioning the mayor's office and registering Blacks to vote in Montgomery for more than a decade before the boycott began. In fact, WPC had long contemplated the idea of a bus boycott, and was simply waiting for the opportune moment.

It was Robinson, then an instructor at Alabama State College, and other WPC members who wrote the initial leaflet calling for the boycott after Parks' arrest.

Fearing that overly cautious local clergy would try to postpone or discourage such an action, Robinson strategically notified them only after the leaflet had been issued and the boycott was on.

While the Montgomery bus boycott was clearly one of the landmark events of the early civil rights movement, it was by no means the beginning point of the struggle for Black liberation in the American South or in Montgomery

In 1955 there were 68 Black civic and social organizations in the city, most of which had been involved in some efforts to combat Montgomery's Jim Crow policies and other local manifestations of racism. In addition to these organized political activities, Robinson also documents numerous individual women.

Much of this activity centered around mistreatment of Blacks on the city buses. In 1945 three women were arrested for challenging segregated seating on the buses. In 1953, Ms. Epsie Worthy had physically fought back against a racist white busdriver who had humiliated and assaulted her.

And in the nine months preceding Rosa Parks' arrest there were two other women, Claudette Colvin and Mary Louise Smith who were arrested under similar circumstances.

The boycott, according to Robinson, was not, as some accounts have suggested, a spontaneous historical explosion, breaking with a previous period of inactivity. Rather, she describes the boycott campaign as an organic outgrowth of an ongoing struggle for freedom in one southern community.

Despite the central role of women in initiating the boycott, when the Montgomery Improvement Association was formed to give leadership and direction to the campaign, only one out of the nine executive officers selected was a woman. Nevertheless, Robinson and other women continued to lend their skills and support the boycott. In particular, the participation of thousands of female domestic workers was key to the boycott's success since the women comprised a large percentage of the bus company's customers.

The various chapters of the WPC also formed a critically important communications network in coordinating the 24 hour carpool service that was set up.

So, despite the absence of visible fe-

(continued on page 5)

Center releases Higginbotham's paper on minority education

The Center for Research on Women announces the publication of a new paper by Elizabeth Higginbotham, assistant professor of sociology at Memphis State and director of publications for the Center for Research on Women.

This new paper, "The On-Going Struggle: Education and Mobility for Black Women," reports on the secondary schooling experiences of a sample of Black women. It is a part of the Research Paper Series (#7) and available for $4. from the Center.

The author is concerned with the narrow definitions of contemporary racism and seeks to expand the discussion to include diverse forms of racial oppression.

Higginbotham uses data from a study of 56 Black women college graduates to reveal how racial oppression takes different forms across schools with different racial compositions and for students of different social classes within the same schools.

These Black women were born in the late 1940s, did their primary and secondary schooling in either segregated, integrated or predominantly white institutions in the 1950s and 1960s. Upon graduation they each entered college in the Boston area and graduated between 1968 and 1970.

During their lifetimes they had to cope with racial oppression—but the forms varied by racial composition of their schools and the social class of the students.

Southern de jure segregation frequently meant limited funding for Black schools, but parents, teachers, and students resisted these racist barriers and worked together to develop the best educational setting within their means.

In Northern areas, Black parents feared the deadening impact of ghetto schools, especially those in which White teachers believed in Black inferiority and acted upon these beliefs. Parents used whatever means possible to keep their children out of such schools.

In this quest, the social class of parents was critical, because Black middle-class families had more options than Black working-class families. Black middle- class families were more able to move into predominantly White and integrated neighborhoods and give their children access to new public schools.

Also these parents could afford tuition to private schools. Limited financial resources meant that working-class parents could not use these same strategies. Thus, working-class parents devoted a great deal of time to advocating for their children within public schools.

Elizabeth Higginbotham

Wherever these Black females attended schools, they had to face racist barriers and attitudes. The specific nature of the forms of racism that effected their lives is related to the racial composition of their schools. Women in predominantly White classrooms had to undergo the tensions of being tokens.

As students, these women were frequently isolated from peers and distant from teachers. In integrated schools, there were fewer pressures as tokens, but social class played a key role in determining teachers' expectations for women's futures.

As the children of middle-class parents, middle-class students in comprehensive high schools were viewed as "college material." The children from working-class families faced class barriers and had to work hard to demonstrate to teachers that they had the abilities to succeed in colleges.

This paper is groundbreaking in its attempt to specify the differences in the forms of racial oppression faced by Blacks in this contemporary age. Now, when many people of color attend schools and work with Whites, Americans have to enhance the language with regard to the racism that people face in integrated settings.

Southern Rep-- dedicated to mystique

Southern Rep, a professional theater festival launched last summer in New Orleans, is "dedicated to the Southern mystique." The company was founded by Rosary Hartle O'Neill, associate professor of the Loyola University drama department.

O'Neill notes that women have largely been sheltered from the economic arena of theater. She feels that women need to create opportunities for work for others and to take on the gruelling process of fundraising along with creative expression.

Born and raised in New Orleans, O'Neill, received her bachelors from Newcomb College, a masters in theater under a Ford Foundation Fellowship at Tulane University, a masters in fine arts from Ohio University, and a doctorate in theater history from the University of California at Los Angeles.

In addition to performing lead roles in equity theaters, film and television, she has directed the Beaver College Theater in Glenside, Pa. and professional productions at Plays in the Park in Edison, New Jersey and McCarter Theater at Princeton.

Rosary Hartle O'Neill

Southern Rep is an Actor's Equity company which stages its production in the Quadroon Ballroom of the Bourbon Orleans Hotel on Orleans Street.

(continued on page 5)

Annual Awards Banquet honors Women of Achievement

What do Maxine Smith, Minerva Johnican, Susie Bryant, Ida B. Wells and Bonnie Thornton Dill have in common?

They have all been recognized as Women of Achievement.

A coalition of more than 29 women's groups, Women of Achievement, Inc., was founded four years ago by Deborah Clubb, assistant metro editor at the *Commercial Appeal.*

Each year the group seeks to highlight the value and nature of contributions made by women in Memphis and Shelby County who have given of their time, creativity and spirit for the improvement of their community and the advancement of women.

Honoring special women, notable or little known, whose public or personal lives and accomplishments exemplify qualities all admire, the awards are given without requirements of education or profession.

Recipients are named each spring during the annual Women of Achievement Awards Banquet.

The awards include:

Courage, for a women who, facing active opposition, backed an unpopular cause in which she deeply believed. Previous recipients have included Margery Rumbarger, midwife and founder of the Homebirth Midwifery Service. Rumbarger recently settled her lawsuit out of court against the Shelby County Health Department. The department had fired her because she was a midwife.

Initiative, for a women who seized the opportunity to use her talents and created her own future. Last year's recipient in this category was Dorothy Gunther Pugh, founder of the Memphis Youth Concert Ballet.

Steadfastness, for a lifetime of achievement. Susie Bryant, advocate for her neighbors in Orange Mound, received the award in the 1987 ceremonies.

Determination, for a women who solved a glaring problem despite a widespread inertia, apathy or ignorance around her. Most recent recipient was Willie Pearl Butler, who helped to establish the Resident Council Association for Public Housing, the Lemoyne Gardens Tenants Association and Memphis Area Legal Services.

Heritage, for a woman of generations past whose achievements still enrich our lives. Ida B. Wells, black journalist of the 19th century and Myra F. Dreifus, founder of the Fund for Needy Children, received the honors in 1987.

Heroism, for a women whose heroic spirit was tested and shown as a model to all in Shelby County and beyond. Previous recipients in this category have included Frances Coe, a member of the Memphis Board of Education for 24 years and Nina Katz, director of the Memphis Literary Council and a Holocaust survivor.

Vision, for a women whose sensitivity to women's needs led her to tremendous achievements for women. Past recipients have included, Astrid Braganza who worked for the humane treatment of women in prison in Memphis and Shelby County and Bonnie Thornton Dill, director for the Center for Research on Women.

Women of Achievement is chartered as a not-for-profit corporation by the state of Tennessee. It is supported by individuals, businesses and agencies with cash and in-kind services. Donations are tax deductible.

Nominations flow from coalition member organizations and from groups and individuals throughout the community. A final selection panel, composed of the community-wide Women of Achievement coalition, chooses the recipient in each category. Member organizations pay $20 dues and are then guaranteed a seat in the selection process.

Interested persons or groups may write or call, Sandra H. Utt, Department of Journalism, Memphis State University, Memphis, TN. 38152, (901) 454-4795.

Southern Rep . . . . . .

(continued from page 5)

Productions this year include two comedies by James McLure of Shreveport June 3-June 19. "P.V.T. Wars" and "Laundry and Bourbon" present eccentric and highly humorous characters caught in different traps, such a veterans' hospital in the South and an air-conditioned home in Texas.

"The Glass Menagerie" by Tennessee Williams, July 1-July 17 will be staged in crystal and glass, capitalizing upon the glamorous environment of the Quadroon Ballroom and upon the dreamlike quality of Williams' memory play.

"The Importance of Being Earnest" by Oscar Wilde has been adapted to 1859 New Orleans and to a Mississippi country home. Set at the height of the hypocrisy of the South, it runs July 29-Aug. 7.

For additional information, contact the Southern Rep office, 1437 South Carrollton Ave., New Orleans, LA. 70118 or call (504) 861-8163.

Robinson . . . . . .

(continued from page 3)

male leadership at the highest levels of the MIA, the mass character of the boycott, with the active involvement of more than 50,000 Black Montgomery residents, allowed for women to contribute and influence the campaign at the grass roots level.

As Robinson asserts, "The MIA was not a corporation...the MIA was the people." And it was people like JoAnn Gibson Robinson who were the lifeblood of the Montgomery bus boycott and the larger Black civil rights movement. Her personal testimony is a living tribute to those who struggled by her side and a great inspiration to those still struggling today.

Barbara Ransby
University of Michigan

Clearinghouse Column:

Author uses Arkansas family to give humanistic account

The Seed of Sally Good'n: A Black Family in Arkansas 1833-1953, by Ruth Polk Patterson, $19.

The purpose for writing *The Seed of Sally Good'n*, as outlined by Ruth Polk Patterson, was to provide a more humanistic account of Blacks in Arkansas.

The author uses "the family estate of John Spencer Polk as an example of how Blacks were involved in and related to the movement westward, the settling of the frontier, and the development of a way of life in both pre- and post-Civil War Arkansas." What the author does—using oral history, genealogy, archaeology, and traditional historical research methods—is that and so much more. She weaves a story which can be seen as part of the great American tragedy.

While the saga of the Polk family does not provide the high drama of the novel "Roots," it is just as effective in its portrayal of the complex relationships within the mulatto Polk family and between them and the wider community.

The devastating impact of racism, classism, and sexism is the central focus of this work. The extreme consequences which befall a society which takes "rule by the father" to its extreme are considered when we see how the mulatto John Spencer Polk attempts to emulate the actions of his White slave master father, Taylor Polk.

While Spencer Polk can attain material and social status, he is unable to save his two sons from the violence of Whites and his two daughters from a more subtle form of violence—self hatred.

Spencer Polk's own house is divided between two worlds because of the color of its inhabitants. The arbitrariness of these categorizations are made more poignant because it is the family itself which maintains the oppression in the form of discriminating against its own members because of skin color.

The straightforward and dispassionate manner in which Ruth Polk Patterson begins this book about her own family give little warning to the reader that this is an intense story she intends to unfold before us.

Indeed, when I first began the book I

Rhoda Johnson

felt rather more that this book "should be read" than that I wanted to read it. Given the lack of information on the family life of Black Americans, any book which details the existence of the ordinary Black family deserves being read.

But when I read about the unfortunate Sally, John Spencer Polk's slave mother, being sold away from her children after she had given birth to a daughter too dark to have been the "child" of her master Taylor Polk, the pain and suffering of Sally swept over me.

The irony of having the children reject her because she had been an "unfaithful" slave mistress and embrace the slave master who sold her away is symbolic of the relationships which exist in American society to this day, as a result of the legacy of slavery.

In a way, this is Sally's story; her agony haunts the pages of this book. We can only hope that this book by her great-granddaughter is a final victory for someone who, during her lifetime, was denied even the most basic of rights and dignity.

This book is a testimony to the nature of oppression which comes not so much from the horrendous atrocities of slavery, but from the more subtle terror of being and having respect for your oppressors while hating and rejecting the oppressed.

In summary, Ruth Polk Patterson has effectively combined the elements of a scholarly work and those of a personal account of a family's sorrows and triumphs. The absence of jargon makes this a very readable book on many levels. The academics can critique the methods and interpretation of data; others can ponder the implications for Black family survival and achievement.

This is an important document of our nation's past and ought to be a required reading in every high school and college in the country.

Rhoda Johnson
University of Alabama

Dill's work included in Temple publication

"Making Your Job Good Yourself: Domestic Service and the Construction of Personal Dignity," by Bonnie Thornton Dill, director for the Center for Research on Women, has been included in *Women and the Politics of Empowerment (Philadelphia: Temple University, 1988).*

Part of the *Women in the Political Economy* series, this book has been edited by Ann Bookman, assistant director of the Mary Ingraham Bunting Institute of Radcliffe College and Sandra Morgen, assistant professor of women's studies at the University of Massachusetts-Amherst.

Dill's article on "household workers demonstrates that everyday acts that assert personal dignity and 'stand up to the missus' are empowering. A domestic worker's interaction with her boss challenges and can alter important power relationships in her place of work.

"She argues that, in the particular conditions of domestic service, individual actions can be essentially political," according to the text.

Articles in the book are organized into five parts, each of which focuses on one aspect of women's political experiences.

They include: 1) challenging conventional definitions of politics;

(continued on page 10)

Resistance, Social Change

A Selected Bibliography

A selected bibliography with references taken from the Center for Research on women's data base. If interested, a search of the Research Clearinghouse costs $7 for up to 10 references. An additional charge of 10 cents is assessed for each reference over 10. Tennessee requestors pay 7.75% sales tax.

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Alliance's history shows defense of women of color, poor women

Since its inception in 1969, The Alliance Against Women's Oppression has worked in a multitude of campaigns, coalitions and events. Beginning as an organization of women of color know as the Third World Women's Alliance, the Alliance has been involved in numerous efforts to defend the rights of women of color and poor women in the U.S.

There was also an emphasis to support people in countries struggling to free themselves of oppression and exploitation. Examples of some of the work include the National Campaign to Overturn the Bakke Decision, material support for southern Africa and the Coalition to Fight Infant Mortality. Promoting International Women's Day by organizing annual celebrations became a collective and supportive way to train women to be leading activists.

The organization's work was directed by a triple jeopardy focus on race, class and gender in understanding women's condition in the U.S. and around the world. The development of this analysis led to the broadening the membership to include white women who agreed with this anti-racist and working class perspective.

The Alliance carried on the tradition of activism, organizing the International Women's Day celebrations, working on reproductive rights issues, expressing political and material solidarity with sisters from Palestine, Central America, and southern Africa, backing Blue Shield strikers, supporting lesbian rights, and promoting women's issues as part of the Rainbow Coalition.

Throughout the course of the work, the Alliance expanded to include chapters in Boston, New York, Washington, D. C. and Louisville as well as the San Francisco Bay Area. Its multi-racial character remains strong and it has also broadened to include Black and White lesbians.

(continued on page 10)

'Hunter-Gault walks thin line'

Following is the introduction of Charlayne Hunter-Gault that was made Dec. 1, 1987 when Ms. Hunter-Gault was on Memphis State University's campus. Elizabeth Higginbotham, director of Publications for the Center, introduced Hunter-Gault.

I think I speak for everyone at the Center for Research on Women when I say that we have been very excited about the visit of this esteemed guest.

We are particularly pleased to be continuing our young tradition of bringing women with critical perspectives on both their own situation and the society in which we live to the attention of Memphians.

I know that when introducing a main speaker, it is frequently the practice to practically read the person's resume. That does not seem to be necessary with such a well-known television personality.

Many of you know who Charlayne Hunter-Gault is, because you watch her on a regular basis on the PBS McNeil/Lehrer NewsHour. Also, I know a number of people here who have followed her public career, which began during those courageous days at the University of Georgia, and continued as a journalist in New York and Washington.

Instead, I wanted to speak for just a few minutes about the way that our mission at the Center for Research on Women and Charlayne's work intersect. It is this connection which prompts her to take time from an incredibly busy schedule to spend a day in Memphis and to urge you to take notice of the institution that is here within your midst.

At the Center we do research on southern women and women of color, that is Afro-American, Native American, Asian American and Hispanic women. We have accepted as our charge the task of changing many of the stereotyped images of these women which are still found both in social science and historical research, literature and the mass media.

Instead, we would like both scholars and the general public to have a more realistic image of the diversity of women's experiences and acknowledge the larger social structural factors that account for many of those differences.

Achieving this goal is not an easy task.

Too often the only Black women given positive attention are those, like our guest tonight, who are successful. The successful Black woman is generally held up as a model for others to admire. She is always used to demonstrate that if you get your act together, you can indeed make it in America.

This is only part of the picture and the persistence of images both in the media and in our research obscures the realities of lives of Black women and other women of color who on a daily basis meet race, gender and frequently class barriers. In order to succeed they must both understand those barriers and devise ways to scale them.

And this is also not an easy task.

Successful Black women, like Charlayne Hunter-Gault, have to walk a thin line. It is important to be a role model and to demonstrate that certain achievements are indeed attainable. At the same time, it is equally as important to be honest with people about the obstructions they face attaining an education and access to steady, enjoyable employment.

This is particularly critical knowledge for White women and people of color.

What I admire about Charlayne and why it is important to me to share her with you tonight, is that she is well aware of the duality of her role and actively seeks to dispel the myths.

She believes that a genuine understanding of the trials that one faces in life is the key to developing the strength not only to survive but also to thrive.

Knowledge about ourselves and the barriers we face can also illuminate the importance of working with others to achieve change. We are working on one front—the academy—and Charlayne is working on another—the communications industry, but we are both eager to share our insights with people and for them to also look critically at themselves and the society.

Friends, I hope you appreciate the words of Charlayne Hunter-Gault.

Charlayne Hunter-Gault

Sponsors of Hunter-Gault's visit included: The National Bank of Commerce and The Daily News. Donations were received from the following: Sherrye Advertising and Public Relations, President Thomas Carpenter's office; Robilio's Liquors, The Barbeque Shop, Lynn Weber Cannon, Elizabeth Higginbotham, Lillian Hite, Marianne Leung, and Bonnie Thornton Dill. WKNO-TV helped with the publicity.

Bulletin Board . . . . . .

(cxontinued from page 1)

This should facilitate collaborating long distance.

"We are already using it to keep in touch with people in our network, and it is fun to watch people enhance their new technological skills and use the computer for their own uses," Higginbotham said.

Each user of the Bulletin Board needs a micro computer, a modem and a telecommunications package. Dialing into the Bulletin Board will only require a long distance telephone call, if the user is not in the Memphis area.

The Bulletin Board can communicate in 300 baud, 1200 baud or 2400 baud. The higher the baud rate the faster the communications—and the less money to spend on telephone bills.

Users can access the Bulletin Board by calling (901) 454-3652. Access to all the services on the Bulletin Board requires being a financial supporter of the Center. Persons interested in supporting the Center should send a check for at least $25 made payable to the Memphis State University Foundation. The money will help defray the cost of mailing additional information on the Bulletin Board.

Book Review

Mann's treatise on female crime suggests a unisex theory

Female Crime and Delinquency, by Coramae Richey Mann, University of Alabama Press, 1985, pp. 331, $ 30.

Upon first glance, this work appears no different from standard texts in this area. Like others, its broad sweep encompasses the nature and extent of female crime and delinquency, classical and contemporary studies of female crime and delinquency, and female offenders and the law, the courts, and the correctional system.

Scholars will find *Female Crime and Delinquency* a useful source book and a valuable guide to literature in the field with respect to the problem of female crime, theoretical and conceptual perspectives of female criminality, and females and the correctional system.

For example, in Section Two, "Theoretical and Conceptual Perspectives," Mann has a comprehensive summary of the standards in the field of criminology and new research by scholars with a feminist consciousness.

In Section Five, "Females and the Correctional System," Mann refers to a number of surveys and studies such as the National Assessment of Juvenile Corrections Study, the American Bar Association Survey of State Training Schools, and other major studies.

Mann proposes a number of policy and program changes in the criminal justice system, including the elimination of indeterminate sentencing, passage of the 27th Amendment to the Constitution (ERA), the legalization of prostitution and de-

Regina Arnold

criminalization of victimless crimes such as drug and alcohol abuse, legislation permitting pregnant mothers to keep their babies while in prison until "bonding" has successfully been accomplished, creation of standards for medical and health care of incarcerated women, wages equal to men for women in prison industries, and the sensitizing and training of criminal justice personnel at every level, in race relations and other human relations efforts.

Female Crime and Delinquency "is an effort to generate a unisex theory of crime and delinquency through a comprehensive description and analysis of the female offender." It is the latter effort that this reader finds most troublesome.

First, given recent works of Price and Sokoloff (1982); Stanko and Rafter (1982); Eileen Leonard (1982) and Messerschmidt (1986), the call for a unisex theory is at best premature, at worst an attempt to dismiss some important scholarship on female criminality, the criminal justice system and women.

Second, the call for a unisex theory of crime and delinquency is not substantiated by the 260 pages of theory and research, some of which targets men, others of which focus on women in relation to men. Rather, the comparisons between the sexes which are drawn from a plethora of past research highlight male/female differences criminality, the law, the courts, and the correctional system.

In light of past theoretical shortcomings in the literature on crime and delinquency, Mann might have called for a reassessment of classical and contemporary theory with respect to women.

The strength of Mann's work is encompassed in the compilation of vast classical and contemporary research on deviance, juvenile delinquency, and criminality. It's weakness lies in the lack of a conceptual framework in which to make sense of disparate, often conflicting data.

Regina Arnold
Sarah Lawrence College

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News Briefs

The Black Studies Department of Wellesley College will present the first international gathering of women writers from the English-speaking Caribbean and their critics at Wellesley College April 8-10.

These writers and critics will discuss their work and its implications for the future. The registration fee, $29.50 or $21.50 for students, includes the program and two meals (Friday luncheon and Saturday evening West Indian buffet).

For more information, contact Selwyn R. Cudjoe, coordinator, Caribbean Women Writers' Conference, Black Studies Department, Wellesley College, Wellesley, MA 02181 or call (617) 235-0320, ext. 2567.

A Cross-Cultural Black Women's Studies Summer Institute will be held July 11-30 in New York City. Hosted by the Center for Women's Development, Medgar Evers College; Center for Research on Women, Barnard College; Bilingual-BiCultural Program, Teacher's College, Columbia University; and the Women's Studies Program and Communications Department, Hunter College, the focus of the institute will be communications.

For information write, Black Women's Studies Institute, Medgar Evers College, 1150 Carroll Street, Brooklyn, NY 11225.

Research Clearinghouse microcomputer version available summer 1988

Installation of the microcomputer version of the Research Clearinghouse is almost complete with approximately 3,000 citations on women of color and Southern women in place.

The micro and print or book version of the Research Clearinghouse should be available for purchase by the end of summer 1988, according to Andrea Timberlake, the Research Clearinghouse coordinator. The Fund for the Improvement of Post-Secondary Education (FIPSE) will support the project.

Libraries and researchers around the nation will be able to purchase the database on an IBM or compatible floppy disk and volumes which contain all the citations in the Research Clearinghouse at a reasonable price.

Information about the available date and price will be in the *Newsletter*.

The University of Kentucky is sponsoring the 10th Anniversary Women Writers Conference "Celebrating the Gifts of Women" April 6-9.

Writers who plan to attend include: Andrea Dworkin, Denise Giardina, Rosa Guy and Sherley Anne Williams.

Registration for the entire conference is $15. For more information, contact the Women Writers Conference, c/o Continuing Education for Women, 106 Frazee Hall, University of Kentucky, Lexington, KY 40506-0031.

The *NWSA Journal*, a new interdisciplinary, multi-cultural, feminist journal, sponsored by the National Women's Studies Association, is soliciting scholarly articles of interest to women's studies researchers, teachers and others involved with feminist concerns.

The *Journal* welcomes submissions in all disciplines, especially those written from an interdisciplinary approach, research focusing on feminist pedagogy and articles by and about women of color. It will also publish reviews of books, films, other educational materials and student research.

Articles should be written from a feminist perspective and in a language and style accessible to a variety of readers. Submissions will be read anonymously by women's studies scholars before a final publication decision.

Authors should submit manuscripts in duplicate, double-spaced, not in excess of 30 pages, which have never been previously published or are not under consideration elsewhere. Manuscript form should follow "A Manual of Style," the University of Chicago Press.

Send all manuscripts and correspondence to MaryJo Wagner, editor; *NWSA Journal*, Center for Women's Studies, 207 Dulles Hall, 230 West 17th Ave, The Ohio State University, Columbus, Ohio 43210, (614) 292-7014 or 1021.

The Center for Great Plains Studies invites the submission of proposals for papers to be presented during its 13th annual conference held in March 1989 that examine the past and presents roles of Spaniards, Mexicans and Mexican-Americans, and Chicanos in the Great Plains region.

The topic will be " From Spanish Explorers to Plains Settlers: The Hispanic Presence in the Great Plains."
Interested scholars should submit proposals of 150 to 200 words by July 1, 1988 to Professor Miguel Carranza, Center for Great Plains Studies, 1213 Oldfather Hall, University of Nebraska-Lincoln, Lincoln, NE 68588-0314.

Alliance . . . . .

(continued from page 7)

The Alliance presently is involved with a number of campaigns and coalition efforts. They include: 1) Dora Ramana Material Aid Campaign, supporting a daycare center of the African National Congress in Lusaka, Zambia; 2) Reproductive Rights Access Project, educational resources on a range of issues arising from women's reproductive capacity; 3) Somos Hermanas, political and material support for women of Central America; 4) Rainbow Coalition Women's Commission, developing and projecting women's issues and role in the Jesse Jackson campaign for the presidency; and 5) Participation in the April 25 Mobilization for Peace and Justice, the National Lesbian/Gay March on Washington, D. C. and other local coalitions on a variety of issues.

The Alliance also publishes periodical political analyses and commentaries on issues ranging from peace and disarmament to teenage pregnancy.

The Alliance is a committed to the belief that organized people can change things for the better and that people cannot organize effectively by separating themselves.

The Alliance also knows that tapping the power of working class women will bring incredible new strength to the broad movement working for a new social order in all areas of women's lives.

Papers available from the Alliance at $1 each include:

1) "Teenage Mothers: Setting the Record Straight," June 1987.

2) "Salvadoran Women: In Search of Peace and Justice," May 1987.

3) "Forward to Freedom: Women and Apartheid in South Africa," July 1985.

For more information, contact the Alliance, c/o Women's Building, 3543 18th St., Box 1, San Francisco, CA 94110.

Dill . . . . . .

(continued from page 6)

2) analyzing the ways gender structures women's political experience and the ways race, ethnicity and class intersect with gender in shaping political action and consciousness;

3) demonstrating how the interconnections between women's social relationships in the family, the workplace, and the community generate particular forms of resistance and consent;

4) situating grassroots activism in the context of larger political and economic processes; and

5) analyzing the relationship between women's political practice and political theory.

For sale from the Center

BIBLIOGRAPHIES

_____1. *Selected Bibliography of Social Science Readings on Women of Color in the United States.* This reference tool is an extensive bibliography of social science research on Afro-Americans, Asian Americans, Latinas and Native Americans. It also contains general citations on people of color and a selection of titles of general works on women. 42 pages (revised February, 1988). Price $5.00.

_____2. *Selected Bibliography on Southern Women.* This bibliography contains citations to history, social science and personal narratives on southern women; most of the citations are annotated. 42 pages (revised February, 1988). Price $5.00.

RESEARCH PAPERS

_____1. *Class Perceptions in the Black Community* by Lynn Weber Cannon and Reeve Vanneman. This study uses a sample of over 1700 Black male and female respondents to explore the relationship of objective class and status factors to Blacks' perceptions of their positions in the class structure. 27 pages (1985). Price $4.00.

_____2. *Work and Survival for Black Women* by Elizabeth Higginbotham. A brief analysis of Black women's roles in agriculture, service and professional employment which argues that Black women's social class position can best be understood within the context of the public or market work they perform. 17 pages (1984). Price $3.00.

_____3. *Employment for Professional Black Women in the Twentieth Century* by Elizabeth Higginbotham. The history of racial discrimination for educated Black women is explored in this paper. The author traces the historic dependency of Black women on the public sector for professional employment. 34 pages (1985). Price $4.00.

_____4. *Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families* by Bonnie Thornton Dill. This paper is an exploration of the impact of racial oppression on the family life of Afro-Americans, Mexican Americans, Chinese and Japanese immigrants in the 18th and 19th centuries. The author provides insights into the "double duty" for women of color during this era. 56 pages (1986). Price $5.00.

_____5. *Race and Class Bias in Research on Women: A Methodological Note* by Lynn Weber Cannon, Elizabeth Higginbotham and Marianne L. A. Leung. The exploratory research which has generated the building blocks of feminist scholarship over the last 15 years has often relied on studies with volunteer subjects. This study analyzes the race and class background of women who volunteered to participate in an in-depth study of professional and managerial women, documents a White middle-class bias, and illustrates how race and class may be built into the research design of exploratory studies. 51 pages (1987). Price $5.00.

_____6. *Minority Families in Crisis: The Public Discussion* by Maxine Baca Zinn. Cultural deficiency theories are again on the rise and the focus of debate about Black and other families of color. This article addresses the renewal of culture of poverty perspectives and also presents a structural alternative. The focus is the role of economy in creating and sustaining Black family structure. This new look at family and poverty in a deindustrializing society also provides insights for feminist scholarship. 30 pages (1987). Price $4.00.

_____7. *The On-Going Struggle: Education and Mobility for Black Women* by Elizabeth Higginbotham. Reports on the secondary schooling experiences of a sample of Black women. Author is concerned with the narrow definitions of contemporary racism. 28 pages (1987). Price $4.00

SOUTHERN WOMEN: THE INTERSECTION OF RACE, CLASS AND GENDER

A collaborative venture with Duke University of North Carolina Women's Studies Research Center and the Women's Research and Resource Center at Spelman College showcasing research on southern women.

_____1. *Subversive Sisterhood: Black Women and Unions in the Southern Tobacco Industry* by Dolores Janiewski. Explores the ways traditional southern patterns of racial, gender and class relationships were reconsititued in tobacco industries and hindered unionization. 40 pages (1984). Price $5.00.

_____2. *This Work Had A End: The Transitions from Live-in to Day Work* by Elizabeth Clark-Lewis. Oral histories examine the lives of African American women who migrated from the South to Washington, DC in the late 19th centruy. Initially working as live-in servants, these women made the transition to day work and achieved a new sense of autonomy. 56 pages (1985). Price $5.00.

_____3. *Social Change and Sexual Inequality: The Impact of the Transition from Slavery to Sharecropping on Black Women* by Susan Archer Mann. Historical data is used to examine improvements in terms of sexual equality for southern Black women after emancipation. The findings indicate that class, race, and the type of production play a critical role in shaping the nature of patriarchy and thus the degree of sexual equality. 48 pages (1986). Price $5.00.

RESEARCH CLEARINGHOUSE AND CURRICULUM INTEGRATION

_____1. *To See Ourselves, To See Our Sisters: Re-envisioning the Curriculum* by Dr. Sandra Morgen. Keynote address, 1985 Workshop on Women in the Curriculum. (1986). Price $4.00.

_____2. *Conceptual Errors Across the Curriculum: Towards a Transformation of the Tradition* by Elizabeth Minnich. Keynote address, 1986 Workshop on Women in the Curriculum. 31 pages (1986). Price $4.00.

_____3. *Transforming the Sociology of the Family: New Directions for Teaching and Texts* by Maxine Baca Zinn. A commentary on teaching the sociology of the family. 18 pages (1987) Price $4.00.

_____4. *Denying Difference: The Continuing Basis for the Exclusion of Race and Gender in the Curriculum.* Margaret Andersen. Keynote Address, 1987 Workshop on Women in the Curriculum (1987) Price $4.00.

Please ship this order to:

_____

_____

_____

Total Publications Ordered _____

Total Amount Enclosed _____

Publications are also available for use in classrooms. Bookstore orders should be sent directly to the Center for Research on Women. For more information, please call Jo Ann Ammons at the Center (901) 454-2770.

All orders must be prepaid. Make checks payable to Memphis State University and remit to: Center for Research on Women. Memphis State University, Memphis, Tenn. 38152. Additional fees will be assessed to defray the costs of overseas postage. Please write separate checks for publications and supporter fees. Tennessee residents should include 7.75% tax. If invoiced, a fee of $1 will be charged.

For $35 per year a subscriber will receive the new items published by the Center for one calendar year. All publications will be mailed upon their printing. They include:

- 2 bibliographies—Women of Color and Southern Women (both are updated yearly);
- 3 research papers;
- 2 papers from the Southern Women Working Paper Series;
- 2 papers from the Research Clearinghouse and Curriculum Integration series; and
- 3 issues of *The Newsletter.*

Center for Research on Women

Memphis State University

Enclosed is my contribution to support the work of the Center for Research on Women.

____ $250	Benefactor
____ $100	Sponsor
____ $ 50	Friend
____ $ 25	Sustainer

All supporters receive a 20% discount on all workshops and institutes and full access to the Bulletin Board. Donations of $50 or more will also be acknowledged with a gift.

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APPENDIX 5. ELECTRONIC BULLETIN BOARD DOCUMENTATION.

THE

Center for Research On Women

Memphis State University

announces its

Bulletin Board System

To Communicate with us you need:

1. **a micro computer (any kind)**
2. **a 1200 baud modem**
3. **a communications software package**
4. **a telephone line**

Your modem settings should be:

8 data bits
1 stop bit
No Parity

BBS No.
901-678-3652

Voice No.
901-678-2770

CROW BULLETIN BOARD DIRECTIONS

Welcome to the Center for Research on Women at Memphis State University's Electronic Bulletin Board System. This is a set of directions for using the bulletin board. We hope they will give you a general sense of what to expect when you get on the board. These directions are a first draft, and so those of you who are in our initial test group for the board can help us out by sending comments for revisions of this document. As you use the board, let us know what helps, what is confusing, what is missing, etc. We hope you will find BBSing an interesting and rewarding endeavor. Just remember that you can't do anything to harm the system, so relax and enjoy the process.

1. The first time you call the board, you will be asked a few questions. On the first call you will not gain full access, but in a day or so you will be upgraded to normal user status. You will also be asked to enter a password so that the system will recognize you the next time you call. Don't forget your password and don't make it anything obvious such as your name. You may select up to eight characters for a password.

2. The system will also ask you if you want graphics. There will be a help function to help you decide. Using graphics is a two-step procedure. First, you must include in your **CONFIG.SYS** file (an MS-DOS file) the following line:

DEVICE = ANSI.SYS

Second, you must set your telecommunications software (e.g., PROCOMM) for ANSI. For a complete discussion of how to do this see the "Using Procomm" directions included in this packet. Finally, if you are unsure about how to do this, you can just choose "no graphics" for now.

3. Next the system will ask you if you want to use OPed (the full screen editor similar to Wordstar) or the L.O.R.E or line oriented editor. The L.O.R.E. editor may be easier at first. You can change to the other after you gain experience with messaging, but either choice provides Help with a ?. In order to use the full screen editor, you have to have graphics set and 80 cols. Just remember you can always change your options for graphics, style of editing, password, etc., by selecting **A** for **Alter** at the **Main Menu**.

INTRODUCTORY BULLETINS

You will get a menu of **BULLETINS** after the introductory screen. The bulletin areas are listed below:

1 ... What's New?
2 ... Shareware
3 ... About the Center
4 ... Research Clearinghouse
5 ... Research at CROW
6 ... Publications at CROW
7 ... Other Publications
8 ... Order form for Publications
T ... Today in History
Q ... Quit and go to OPUS

Your Choice :

These options contain brief statements on the listed topics. You can read about what's new at the Center, about publications and even order them (by choosing #'s 6, 7, and 8). When you have explored the various bulletins, you will want to select **Q** to access the rest of the bulletin board. When you choose **Q**, the MAIN MENU of the bulletin board will appear as follows:

MAIN MENU

MAIN MENU: Type "?" by itself for help
M)essage section F)ile Section G)oodbye (logoff) S)tatistics
C)lrnghouse Search **B**)ulletin . **A**)lter setup
U)ser List/Search **E**)ditorial **V**)ersion

Select :

Each of these sections has its own set of subsections so we will show you how each of the MAIN MENU sections looks and the options available through it. We will begin with the Message Section.

MESSAGE SECTION

The message section contains several "areas" where you can send and receive messages. You get into the message section by typing **M** when you are at the MAIN MENU. Then you will see the Message Section Menu. It reads as follows:

MESSAGE SECTION MENU

A)rea change	N)ext (read msg)	P)rior msg	E)nter message
R)eply	=)read non-stop	+)read reply	-)read original
L)ist (brief)	S)can	I)nquire	M)AIN MENU
G)oodbye (logoff)	K)ill message		

Select :

A)rea change allows you to select one of the following areas in which to send or receive messages:

Area 1...GENERAL MESSAGES
Area 2...DISCUSSION OF RACE, CLASS, & GENDER IN THE CURRICULUM
Area 3...STATISTICS
Area 4...TECHNICAL QUESTIONS & ANSWERS
Area 5...CALL FOR PAPERS -- CONFERENCES
Area 6...CALL FOR PAPERS -- PUBLICATION
Area 7...CLEARINGHOUSE
Area 8...UPCOMING CONFERENCES & WORKSHOPS
Area 9...PERSON TO PERSON: Private Messages Only
Area 10...JOB ANNOUNCEMENTS
Area 11...EDUCATIONAL OPPORTUNITIES
Area 12...MATRIX MESSAGE AREA

Each of the message areas is an ongoing discussion (e.g., #'s 1 2 3 4 7 9) or simply a listing of announcements on the stated topic (e.g., #'s 5 6 8 10 11). This is many people's favorite part of the BBS. Just type **M** at the MAIN MENU to go to the messages. There you may read messages and leave messages on a variety of topics. Remember, you do not have to know the person you are addressing. Just jump into the conversation when you see something you are interested in discussing. You can address messages to specific users by listing their individual names or to all users by using the name "all". Remember, you can always ask for help when you encounter something you don't understand by simply typing ?. Relax and explore.

Once you have selected the your desired message area, you can use the other commands to E)nter messages to others, S)can to see what messages you have not read yet, K)ill a message you have already received, do a brief L)isting of the messages, etc. You can also change to a new message area by selecting **A** and then the number of the message area you wish to move to. You can always

exit the session altogether by typing G)oodbye, or return to the MAIN MENU by typing **M**.

Entering A Message. To leave a message for someone on the board you should type **M** from the MAIN MENU to move to the message section, and make sure you are in the Message area you wish to be in. For example, to leave a private message--that is area 9--so you would type **A 9** to change to area 9. Type E) for enter message from the Message Section Menu.

The system will respond as follows:

Person to Person - Private Messages Only
This will be a private message in area # 9
Type ? to list users
To:
Subject:

You can list out the users to identify the correct spelling of the person to whom you wish to leave a message, or to find out who is on the board. Once you have identified the person to whom you wish to send the message, type their name in after the **To:** prompt. The system will ask you to identify the subject of the message. Just type a word or two describing the contents of your message. The system will respond with a prompt line number "1:" and you will enter the message after the line number.

There are two ways to enter the text of a message. One is by just typing it in after you get the line number prompt. If you hit the "enter" key twice in a row, it will assume the message is complete, exit, and give you the following Submenu:

MESSAGE SECTION SUBMENU

Editor Options: Type '?' by itself for help

S)ave	**A)**bort/cancel	**L)**ist	**E)**dit	**I)**nsert line
D)elete line	**C)**ontinue	**T)**o	**J)**subject	

If you are satisfied with the way your message reads, then you can simply send the message by typing S for Save. If you wish to revise or edit the message, use the Insert, Delete or Edit commands.

The second way to send a message is by composing it off line, and by uploading it to the bulletin board using Procomm. This technique will be especially useful for those of you who are long distance users of the bbs. This way you can take your time to compose a message off line and simply upload it while you are paying for the long distance phone time. To upload your message, you follow the same commands until you reach the line number prompt. Instead of typing the message you would do the following

1. Hit the **PgUp** key. The system will request a protocol, and you should select option 7 for ASCII transfer.

2. The system will then ask you to identify the file name of the ASCII file containing the message you wish to send. For example, if the file is on drive "b" and is named "msg", you would type: **"b:msg"**.

3. The system will begin the transfer, and will beep when the transfer is complete. You should see the message on the screen, but there may also be a string of 20 characters which precedes each line. Those characters will not actually appear in the message. Just save the message by typing **S** when you return to the Message Section Submenu.

4. If you wish to check and make sure that your message was sent ok, reread the message and see how it looks.

Receiving A Message. Just as you may wish to compose messages off line when you aren't paying for the time, you may also wish to receive your messages and other bulletin board information and save it so that you can read it at your leisure. The easiest way to save information is to use the log (**alt F1**) in procomm. Whenever you decide you want certain information saved, all you have to do is hold down the **alt** key and type **F1**. The system will request the name of the file on which you wish to save your messages. You should list a drive identifier and file name. It is probably a good idea to have a floppy disk in and to save to a file on a floppy (as opposed to your hard drive--for those who have hard drives). For example, you could save on a file named "msg" on the "b" drive by typing "b:msg".

As soon as you type **alt F1** the log will be open (and the bottom of your screen should indicate such). Everything that appears on the screen will automatically be sent in ASCII format to the file "b:msg" until you choose to close the log by typing **alt F1** again. This method of saving all information on the screen is essentially the same as using the **alt L** command but instead of sending information to the printer it sends it to a file on a floppy disk. However, printing to a floppy is much faster than printing on the printer.

One final note, opening the log and keeping a record of your entire session may be a good thing to do the first few times you are on the board. You can then learn about the board by reviewing your session after your are off line.

FILE SECTION

The file section also contains several "areas" where you can upload and download entire files. For example, you may wish to send a copy of a paper you are working on to your collaborator. You would do this by uploading (sending) the file through the upload area of the file section and your collaborator would later download (receive) the file to her or his system. The file section is also the place where we have stored for you copies of software which is freeware, or shareware--that is, it is available for anyone who wants it either free of charge (freeware) or for a voluntary contribution depending on whether you like it or not (shareware). For example, you might like a copy of PCFILE a data base manager, EPISTAT, a statistics program, or a tutorial in SPANISH. They are all on the board for you now.

To send or receive files you must first get to the File Section by typing **F** when you are in the MAIN MENU. This will call the File Section Menu. It reads as follows:

FILE SECTION MENU

A)rea Change	L)ocate	F)ile titles	T)ype (show)	G)oodbye
U)pload	D)ownload	S)tatistics	M)ain menu	C)ontents

Select :

Area change allows you to select one of the following areas in which to send or receive files:

Area 1...TEXTFILES & FILES OF GENERAL INTEREST
Area 2...WORD PROCESSORS
Area 3...DOS UTILITIES
Area 4...LANGUAGES FOR MS DOS MACHINES
Area 5...EDUCATIONAL PROGRAMS
Area 6...COMMUNICATIONS PROGRAMS
Area 7...DATABASES
Area 8...MISCELANEOUS FILES
Area 9...UPLOAD AREA
Area 12...NETMAIL

Select:

Once you have entered the desired file area, you can use the other commands to L)ocate a particular file name; List the titles of all files available in that area by typing **F**; display the contents of a file by typing **C**; **U**)pload or **D**)ownload files. You can also change to a new file area by typing an **A** followed by the number of the file area you want to move to. You can always exit the session altogether by typing G)oodbye, or return to the **MAIN MENU** by typing **M**.

In one of your first ventures into the file section, you might like to get a quick list of all the files available to you in the entire file section, print it on you printer (or save it on your disk) and peruse it later at your leisure to decide if there are any files you might want to have. This can be done by entering the Area 1 of the file section and reading the contents of a file called ALLFILES.TXT which is an ascii file that lists the names of all the files available on the CROW Bulletin Board. To download this file, follow the instructions in the section below entitled **DOWNLOADING FILES.** If you want to read the file on-line, you would type the following sequence from the MAIN MENU:

F A 1 T
Then type the name of the file to be listed: ALLFILES.TXT

DOWNLOADING AND UPLOADING FILES

To upload (send) or download (receive) files here are the steps:

DOWNLOADING FILES

1. Go to the File area containing the file you wish to download. To do this you type **F** at the MAIN MENU; then type **A** for area change followed by the number of the file area which contains the file you wish to download. For example, if you wish to download the file containing the list of all available files on the CROW BBS, that file is named ALLFILES.TXT and is contained in Area 1 "TEXTFILES & FILES OF GENERAL INTEREST". The following sequence of commands should be entered first from the MAIN MENU: **F A 1**
2. Select **D** for Download (i.e., receive)
3. Select protocol. You should normally select **Xmodem**, and that doesn't work try **Ymodem**.
4. Type the name of the file you want to download (e.g., ALLFILES.TXT).
5. When the screen tells you to begin receiving the file, hit the **PgDn** key.
6. Select protocol. Type the same protocol you selected in step 3 (either **Xmodem** or **Ymodem**).
7. Type the name you want to give the file on your system.

UPLOADING FILES

1. Go to the File area containing the file you wish to upload (i.e., send). To do this you type **F** at the MAIN MENU; then type **A** for area change followed by the number of the file area where you wish to leave the file you are sending. For example, if you wish to send a draft of a paper (filename = PAPER.DFT) to a collaborator, you would send it to Area 1 "TEXTFILES & FILES OF GENERAL INTEREST". The following sequence of commands should be entered first from the MAIN MENU: **F A 1**
2. Select **U** for Upload (i.e., send).
3. Select protocol. You should normally select **Xmodem**, and that doesn't work try **Ymodem**.
4. Type the name of the file you want to upload (e.g., PAPER.DFT).
5. When the screen tells you to begin sending the file, hit the **PgUp** key.
6. Select protocol. Type the same protocol you selected in number 3 (either **Xmodem** or **Ymodem**).
7. Type the name you want to give the file on the BBS system.

STATISTICS

From the MAIN MENU you can also check various statistics about your use of the BBS. If you type S, you will see the following display:

Your statistics for (today's date and time)

TIME

Time on line, this call.....	**# minutes**
Time remaining for this call...	**# minutes**
Time of previous calls today...	**# minutes**
Calls to date.....	**# FILES**
UL (from you).....	**# k-bytes**
DL (to you).....	**# k-bytes**

You should know that each session on the BBS is limited to a 45 minute session.

RESEARCH CLEARINGHOUSE SEARCH REQUEST

Although you cannot search the Research Clearinghouse on Women of Color and Southern Women on-line. You can leave a search request on line, and Center staff will mail the results to you. You can request a search of the Research Clearinghouse from the MAIN MENU by typing C. The machine will then ask you to respond to the following series of questions.

What is your mailing address? (give: # street; or dept, univ)
City, State, Zip:
Home Telephone:
Work Telephone:

The rest of the questions deal with your query of the database.

Would you like to search the database by A)uthor or K)eyword?

Publication Dates: Coverage provided from 1975 to the present; some files might contain earlier years. Search all or specify years:

At this point in the Clearinghouse Search Request, the questions you will be asked will depend on whether you have requested an Author or a Keyword Search. So each option is described below.

AUTHOR SEARCH. In an author search, you will simply be asked to give the full name of the author whose address and research publications you wish to identify.

KEYWORD SEARCH. In a keyword search, you will receive the following prompt:

Description of search topic. Please be as specific as possible. You will have four lines. Please hit return at the end of each line.

You will type a detailed description of the content about which you are seeking references so that center staff can identify the best set of keywords from the Women's Thesaurus. After entering a four line description of your search topic, you will be asked which files you wish to search (i.e., published articles, chapters in books, books, unpublished papers, human resource file, and nonprint materials). After answering that question you will have completed the search request and will automatically be returned to the MAIN MENU.

BULLETIN SECTION

The MAIN MENU includes a Bulletin selection. By selecting B from the MAIN MENU, the user can return to the Bulletin section of the board at any time. The Bulletin areas and their contents are described in detail on page 2.

ALTER SETUP SECTION

The MAIN MENU also allows the user to change certain ways the system is set for you as a unique user. For example, you may want to change your password or the way your name is spelled for your account. You may want to add graphics to your options or change your help level. If you select **A**)lter setup at the MAIN MENU, it will display your current sets as in the example below:

```
User name.............Lynn Cannon
City..................Memphis, TN

Help.........NOVICE     Nulls........0
scrn.Width..80          scrn.Length 25      Tabs.........Yes
More?........Yes        Graphics....Yes     Scrn. clear Yes
```

Once you have seen your sets, you can change them by selecting the relevant choice from the A)lter Setup Menu as described below.

ALTER SETUP MENU

```
ALTER MENU: Type '?' by itself for help
C)ity       P)assword       H)elp-Level       N)ulls      W)idth
L)ength     T)abs           M)ore             G)raphics
F)ull screen edit           S)creen clear     Q)UIT

Select:
```

Q)UIT returns you to the MAIN MENU.

USER LIST/SEARCH

The MAIN MENU allows the user to identify the names of all other users on the system and to know the last time they logged on the system. If you select the U option from the MAIN MENU a list will appear like the following:

Press ENTER to list all or type a partial name to match:

Rebecca Guy..... 5 Dec 87 21:53:51
Lynn Cannon.....15 Dec 87 10:12:21
Maggie Andersen.....10 Dec 87 22:10:10
Mike Timberlake.....20 Nov 87 10:43:17

EDITORIAL SECTION

The MAIN MENU includes a section for the SYSOP (System Operator), Juli Valley, to address general comments to the user community. You can read those comments by typing E at the MAIN MENU level.

SHORTCUTS AND HELP

SHORTCUTS. At first, you will want to spend more time on the board, trying various options and getting a feel for where it takes you. Later you will not need to see all the menus and can reduce you time on the board. Remember that one way to reduce your time on the board is to stack commands. Consider this example. From the first prompt you receive, you could type:
Q M A 3
This will Quit to Opus, M for message area, and then move you to message area 3.

HELP. If you have problems, leave a message to the SYSOP, Juli Valley. You can leave that message at logoff (Goodbye) or in Message Area 1 or 9. You can also use the ? at any time and you will receive more detailed information about the function you are working in at that time. Good luck. Have a good time. We hope the bulletin board will enable us to expand and enhance our research and teaching; to build our support network across the nation; and to more widely disseminate information about Women of Color and Southern Women.